



1950

A study of the speech abilities of 150 teacher credential candidates

Yvonne Pearson Schoell
University of the Pacific

Follow this and additional works at: https://scholarlycommons.pacific.edu/uop_etds



Part of the [Speech and Hearing Science Commons](#), and the [Speech Pathology and Audiology Commons](#)

Recommended Citation

Schoell, Yvonne Pearson. (1950). *A study of the speech abilities of 150 teacher credential candidates*. University of the Pacific, Thesis. https://scholarlycommons.pacific.edu/uop_etds/1134

This Thesis is brought to you for free and open access by the Graduate School at Scholarly Commons. It has been accepted for inclusion in University of the Pacific Theses and Dissertations by an authorized administrator of Scholarly Commons. For more information, please contact mgebney@pacific.edu.

College of the Pacific
Stockton, Calif.

**A STUDY OF THE SPEECH ABILITIES
OF
150 TEACHER CREDENTIAL CANDIDATES**

**A Thesis
Presented to
the Faculty of the Department of Speech
College of the Pacific**

**In Partial Fulfillment
of the Requirements for the Degree
Master of Arts**

**by
Yvonne Pearson Schoell
June 1950**

I wish to acknowledge my gratitude
to Dr. Howard L. Runion
for his generous help and counsel
in the preparation of this thesis.

TABLE OF CONTENTS

Chapter	Page
I. Introduction to the Study	1
II. The Articulation and Voice Quality Test	11
Results of the Voice Quality Test.	11
Results of the Articulation Test	13
III. The Reading Test.	22
IV. The Speaking Test	48
V. Evaluation of Candidates Based on Test Results.	74
VI. Conclusion.	77
Bibliography	85
Appendix I	
Speech Test Instructions and Questionnaire. . .	88
Appendix II	
Articulation Test Sentences	92
Oral Reading Test Paragraphs.	93
Appendix III	
Articulation Check Sheet.	99
Voice Quality Check Sheet	99
Reading Check Sheet	100
Speaking Check Sheet.	101
Rating Sheet.	102

LIST OF TABLES

Table	Page
I. Speech Teaching, Testing, and Hearing Qualifications of Judges	7
II. General Voice Quality	12
III. Specific Voice Quality Defects.	12
IV. Total Articulation Errors	14
V. Articulation Errors - Initial Position.	16
VI. Articulation Errors - Medial Position	17
VII. Articulation Errors - Final Position.	18
VIII. Articulation Errors Occurring in All Three Positions	19
IX. Averages of Articulation Errors by Groups	20
X. Basis of Division of Candidates into Groups	24
XI. Excellent and Good Ratings of Group A on Reading	25
XII. Poor and Extremely Serious Ratings of Group A on Reading.	27
XIII. Excellent and Good Ratings of Group B on Reading	28
XIV. Poor and Extremely Serious Ratings of Group B on Reading.	30
XV. Excellent and Good Ratings of Group C on Reading	31
XVI. Poor and Extremely Serious Ratings of Group C on Reading.	33
XVII. Excellent and Good Ratings of Group D on Reading	34
XVIII. Poor and Extremely Serious Ratings of Group D on Reading.	35

Table

Page

XIX.	Excellent and Good ratings of Group E on Reading.	37
XX.	Poor and Extremely Serious Ratings of Group E on Reading	38
XXI.	Excellent and Good Ratings of Group F on Reading.	39
XXII.	Poor and Extremely Serious Ratings of Group F on Reading	41
XXIII.	Group Totals and Percentages for Excellent Reading	42
XXIV.	Group Totals and Percentages for Good Reading.	42
XXV.	Group Totals and Percentages for Poor Reading.	44
XXVI.	Group Totals and Percentages for Extremely Serious Reading	45
XXVII.	Errors Written In by the Judges on Reading .	47
XXVIII.	Excellent and Good Ratings for Group A on Speaking	49
XXIX.	Poor and Extremely Serious Ratings for Group A on Speaking	51
XXX.	Excellent and Good Ratings for Group B on Speaking	52
XXXI.	Poor and Extremely Serious Ratings for Group B on Speaking	54
XXXII.	Excellent and Good Ratings for Group C on Speaking	55
XXXIII.	Poor and Extremely Serious Ratings for Group C on Speaking	56
XXXIV.	Excellent and Good Ratings for Group D on Speaking	58

Table

Page

XXXV. Poor and Extremely Serious Ratings for Group D on Speaking	59
XXXVI. Excellent and Good Ratings for Group E on Speaking	61
XXXVII. Poor and Extremely Serious Ratings for Group E on Speaking	62
XXXVIII. Excellent and Good Ratings for Group F on Speaking	63
XXXIX. Poor and Extremely Serious Ratings for Group F on Speaking	65
XL. Group Totals and Percentages for Excellent Speaking.	66
XLI. Group Totals and Percentages for Good Speaking	68
XLII. Group Totals and Percentages for Poor Speaking	69
XLIII. Group Totals and Percentages for Extremely Serious Speaking.	71
XLIV. Errors Written In by the Judges on Speaking.	73
XLV. Evaluation of Candidates Based on Entire Test	75

CHAPTER I

INTRODUCTION TO THE STUDY

The College of the Pacific catalogue states that a speech test shall be administered by the speech department to all teaching credential candidates and that those failing the test will be expected to take courses recommended by the examiners to improve their speech. In this study it was attempted to set up a battery of tests that would enable the examiners in a short length of time to determine the speech proficiency and to study the speech needs of the credential candidates, since the School of Education at the College of the Pacific considers that speech adequacy is a necessary qualification for a good teacher.

Speech training for credential candidates was first offered on January 10, 1924, when the School of Education was recognized by the State board of Education and the College of the Pacific was placed upon the list of accredited colleges and universities.¹ From 1924 until 1932 a course entitled Speaking Voice Training for Credential Candidates was offered by the speech department. Elementary credential candidates were required to have two units of speech. There was no speech requirement for secondary

¹ Bulletin of the College of the Pacific. Catalogue for 1931-1932. Stockton, California: College of the Pacific (December, 1931), p. 102.

credential candidates. From 1932 until 1934 there was no speech requirement for the credential candidates. In 1934 a speech requirement for elementary credential candidates was again instituted by the school of Education. The 1934 catalogue requires "...completion of one or more courses in speaking voice, unless excused by the chairman of the speech department."² Until 1941 this more or less informal type of speech test was given to the elementary credential candidates. In 1941, the first formal type of speech test was given. The catalogue stated that, "completion of one or more courses in voice training or speech unless excused by the speech department...(is required). The specific work to be taken is determined by a member of the speech department after the student has taken a test."³ There is no record of what the test may have been.

Prior to 1948 each candidate appeared before the credential committee of the School of Education, and through an informal discussion technique, teaching adequacy was analyzed. Those who were found deficient in speech were recommended into courses that fitted their particular speech

² Bulletin of the College of the Pacific. Catalogue for 1933-1934. Stockton, California: The College of the Pacific (December, 1933), p. 75.

³ Bulletin of the College of the Pacific. Catalogue for 1941. Stockton, California: The College of the Pacific (March, 1941), p. 107.

needs. In the year 1948 it was felt by the School of Education that a speech test, and subsequent recommendation of courses needed, would be beneficial not only to elementary but also to secondary credential candidates. It was stated: "Applicants for a secondary credential will be required to take a speech test given by a member of the speech department. The applicant will be expected to follow whatever recommendations, if any, that may be made by the speech instructor."⁴ The test that was given in 1948 was a short test to determine speech ability in articulation and in oral reading. Voice quality was also judged. The test was administered in separate sentences to determine articulation skill. One continuous passage was used to measure oral reading skill.

In the 1949 catalogue a speech test is required of both the elementary and the secondary credential candidates. There are no speech standards set down, or speech test required by the state education department of California for the certification of credential candidates.

The 1948 test, mentioned above, was very adequate for one phase of good speech, that of articulation. It was felt, however, that there were other important aspects

⁴ Bulletin of the College of the Pacific. Catalogue for 1948. Stockton, California: The College of the Pacific (July, 1948), p. 131.

of speech for a teacher that should be included in a diagnostic test. Many tests already in existence were studied and discarded for such reasons as insufficient items for judgment, too long or too difficult to administer for this purpose, and failure to analyze the speech needs of a classroom teacher.

An original test was then compiled, in which an attempt was made to aim the items at the particular speech needs of the teacher. The battery consisted of three tests, one for articulation, one for oral reading, and the third, a short speech. The entire battery was designed to take only five minutes to administer to each candidate.

The first part of the test⁵ was composed of 22 sentences containing 29 of the most frequently mispronounced English language phonemes.⁶ In the sentences the sounds were used in the initial, medial, and final positions.

The second test⁷ was a reading test containing paragraphs from famous works of literature which were included in Reading for Skill.⁸ Ten paragraphs were used

⁵ See Appendix II.

⁶ Giles W. Gray and Claude M. Wise, The Bases of Speech. New York: Harper and Brothers Publishers, 1946, pp. 223-24.

⁷ See Appendix II.

⁸ Angella M. Broening and Others, Reading for Skill. Chicago: Laurel Book Company, 1940.

in rotation as the candidates appeared, in order that the judges would not become too accustomed to hearing the same paragraph. In this way the same paragraph was read only once in ten tests, and was heard for a total of no more than fifteen readings.

The third test⁹ was a two minute prepared speech. The material for the speech was selected by the candidate from the subject matter that he would be teaching. Instructions were given requesting that the speech be delivered in as extemporaneous a fashion as possible. The use of notes was allowed.

With the exception of the last two items, every item deemed important in the following table compiled from 48 speech tests, is included in some form in the test given to the credential candidates.

ITEMS OF 48 SPEECH TESTS IN ORDER OF FREQUENCY¹⁰

Item	No. of Tests Which Included Item	% Including Item
Voice (quality, tone, pitch, volume, etc.)	32	.64
Diction (articulation, enunciation, etc.)	31	.62
General Impression (of all speech abilities)	27	.54

⁹ See Appendix I.

¹⁰ Bernard Carp, A Study of the Influence of Certain Personal Factors on a Speech Judgment. New Rochelle, New York: The Little Print, 1945, p. 64.

Pronunciation of Words (stress, syllabification, sound substitutions, omis- sions, insertions, etc.)	25	.50
Phrasing and Emphasis (inflection, rate, rhythm)	24	.48
Language Usage (diction, vocabulary, grammar)	16	.32
Personality (dress, posture, poise, etc.)	16	.32
Audience Contact (flexibility in meeting audience)	11	.22
Pantomime and Gesture (bodily, facial)	11	.22
Personal History (background, experience, education, family, etc.)	9	.18
Oral Composition (logic, coherence, organ- ization, etc.)	8	.16
Interpretation (oral reading, emotional content, mood, etc.)	7	.14
Breathing (amount, sustainance, method of breathing)	4	.08
Choice of Topic	3	.06

Each candidate was handed a sheet of directions and a questionnaire¹¹ when he came to the speech office to sign for the time of his test. The information on the questionnaire was used in this study to ascertain the speech background of candidate.

There were four judges used in the testing procedure. They were qualified in that each was a college speech teacher, each had a background and experience in speech

¹¹ See Appendix I.

correction, and each had no more than a 12 decibel hearing loss.¹²

TABLE I

SPEECH TEACHING, TESTING, AND HEARING
QUALIFICATIONS OF JUDGES

Judges	Years of Speech Teaching	Speech Testing Experience	Hearing Loss in Decibels
A	15	Yes	12
B	3	Yes	3
C	4	Yes	4
D	1	Yes	0

Not all of the judges were present for the testing of each candidate, but there were at least two present at all times. One judge was present for the testing of the entire 150 candidates. The hours of testing had to be fitted into the school day. Since three of the judges had classes, they could not be present at all times. The test had to be no more than five minutes in length in order to accommodate everyone in one week of testing.)

All judges were made familiar with the testing procedure and marking system in advance. According to a study

¹² Carp, op. cit., p. 29.

by Virgil Anderson at Stanford University, however, the judgment of speech is at present more of a subjective than an objective analysis.

Various forms of analysis blanks and rating sheets have been experimented with, but in the final appraisal the status of the candidates speech rests pretty much upon subjective judgment, and probably necessarily so, since what is being tested is the candidate's composite and actual ability as a speaker.¹³

In a study by Carp at Columbia University, the following conclusion was reached:

Given a group of judges, each with the same training and preparation in the administration of a speech rating scale; each having the necessary acuity of ear; each using the same definition and standard; --each judge in spite of all this will be guided by his own tendency to rate the examinee either high or low. Each judge may be consistent with the others. Each may advance his score or lower it about the same amount when rating the various examinees, yet because of different reference points the variance becomes widespread among the judges.¹⁴

Fortunately, the results of the test at the College of the Pacific showed that the judges were marking from approximately the same reference point. Carp further states:

The very nature of some speech elements being rated is such that there cannot be mechanical measurements applied and ultimately the rating must depend upon the subjective reaction of the judge.¹⁵

¹³ Virgil A. Anderson, "Speech Needs and Abilities of Prospective Teachers," The Quarterly Journal of Speech, Vol. XXX, No. 2 (April, 1944), p. 222.

¹⁴ Carp, op. cit., p. 45.

¹⁵ Ibid., p. 58.

For this reason, since the agreement of the four judges at the College of the Pacific was high, it was not necessary to have all of the judges present for the testing of each candidate.

The test was administered in the same room to each examinee. Each stood at a distance of approximately ten feet, facing the judges. Instructions were given to each candidate in exactly the same way. Every effort was made to keep the conditions for each of the candidates as nearly constant as possible.

This study is aimed at analyzing the speech adequacy of credential candidates. It is hoped that the results will suggest a type of speech training, in terms of a specific course, which will be beneficial to those candidates who are in need of speech help. If what the candidates as a whole seem to need and what they seem to have acquired through speech training is known, a course designed along the lines of these speech needs can be more easily constructed.

In general, this thesis will attempt to answer the following questions:

1. What type of speech training would be most beneficial to credential candidates?
2. Do credential candidates who have had one speech course have more adequate speech abilities than those who have had none?

3. Is the speech of those candidates who have two or more speech courses more proficient than those who have had only one course?
4. What particular courses, if any, seem to have contributed most to increased proficiency?
5. What is the most serious deficiency in the speaking ability of the credential candidates?

An attempt will be made to answer these questions by indicating tendencies. The conclusion of this thesis will also propose other issues of particular significance or interest which might be used in future investigations.

CHAPTER II

THE ARTICULATION AND VOICE QUALITY TEST

The specific purpose of the articulation and voice quality test was to check errors of articulation and qualities which might hinder the effectiveness of the candidates as teachers. Voice quality was checked as the candidates read the articulation test.

Results of the Voice Quality Test

Table II shows that 73, or practically one out of every two of the examinees were rated from poor to extremely serious in voice quality by the judges. Of these candidates, 59 had specific quality errors checked. These errors are listed in Table III. There were only seven students, five per cent of the total number tested, who were rated as having excellent speaking voices. There were 37 students, less than one-fourth of the total number, who were rated as having good speaking voices. Of the 150 candidates tested, 33 were rated as having average speaking voices. A total of 106, or two-thirds, were rated as having average or below average speaking voice quality. The total figures indicated that less than one-third of the 150 candidates were judged to possess pleasing voices.

TABLE II

GENERAL VOICE QUALITY

Rating	No. of Persons	%
Excellent	7	4.6
Good	37	24.6
Average	33	22.0
Poor	14	9.3
Extremely Serious	0	0.0
Totals	91	60.5

TABLE III

SPECIFIC VOICE QUALITY DEFECTS

Defect	Poor	%	Extremely Serious	%
Harsh	9	6.0	1	0.6
Hoarse	8	5.3	0	0.0
Husky	5	3.3	0	0.0
Thin	8	5.3	1	0.6
Nasal	10	6.6	3	3.0
Breathy	11	7.2	0	0.0
Juvenile	3	3.1	0	0.0
Totals	54	36.8	5	4.2

Results of the Articulation Test

A total of 784 specific articulation errors were checked in a composite tabulation of the judges' check sheets. Table IV shows the total number of errors checked, classified according to the types of errors committed. These errors were substitution, distortion, slighting, omission, or addition of each of the 29 sounds tested. Some of the most frequently mispronounced sounds of the examinees are of significance. Fifty per cent of the candidates substituted "w" for "hw" and over 80 per cent of the students either omitted the "t" sound or substituted "d" for it. Over 60 per cent substituted "t" for "d" or omitted the "d" sound entirely. Nearly one-third of the examinees distorted the "ʃ" sound.

The "I - ε" substitution error was included in the speech of 43 (28 per cent) of the candidates. This error was so frequently written into the test by the judges that it was included in the tabulation of the errors. The results indicate that test sentences for these sounds should be added to future tests.

Several sounds were found that were rarely in error. For expediency in future testing, these might be omitted. The "w" sound was checked as an error four times, the "f" sound was checked eight times, "a" was checked three times,

Table IV

TOTAL ARTICULATION ERRORS

	Substi- tution	Dis- tortion	Slight- ing	Omis- sion	Addi- tion	Total	%
p	1	4	6	2	0	13	8.6
b	0	4	4	2	0	10	6.6
m	0	4	3	0	2	9	6.0
n	0	7	6	0	3	16	10.6
	0	9	14	3	2	28	18.6
	73	2	0	0	0	75	50.0
w	0	0	3	1	0	4	2.6
f	1	0	5	2	0	8	5.3
v	1	0	3	7	0	11	7.3
	8	9	11	2	1	31	20.6
	6	13	6	0	1	26	17.3
t	74	3	21	26	0	124	82.6
d	51	1	5	37	0	94	62.6
l	0	6	13	3	0	22	14.6
r	0	1	9	4	4	18	12.0
s	1	23	6	4	1	35	23.3
z	3	11	5	4	0	23	15.3
t	1	23	9	0	1	34	22.6
	0	41	4	0	1	46	30.6
k	3	2	8	2	0	15	10.0
g	0	2	4	11	1	18	12.0
d	3	11	10	0	0	24	16.0
a	1	1	1	0	0	3	2.0
	4	4	1	0	0	9	6.0
I	1	3	4	2	0	10	6.6
U	18	6	2	0	1	27	18.0
	1	3	0	0	0	4	2.6
	1	1	1	0	0	3	2.0
I-	43	0	0	0	0	43	28.6
	1	0	0	0	0	1	0.6
	286	194	174	112	18	784	

and the "æ" sound was checked three times.

Table V shows that the least number of errors was noted in the initial position of a word. This agrees with the findings of Van Riper. "Errors occur most frequently in the final position of the word, and least frequently at the beginning."¹⁶ Tables VI and VII show the errors tabulated in the medial and final positions. There were 422 errors checked by the judges without indication of specific position, pointing out that a sound defective in one position was frequently defective in all positions. The results of this tabulation are shown in Table VIII.

From the information received on the questionnaire, the candidates were divided into groups according to speaking experience. Averages were tabulated of the number of errors made by students who had completed no speech courses, one speech course, two or more speech courses with no non-classroom speaking experience, two or more courses with some non-classroom speaking experience, or two or more courses with considerable non-classroom speaking experience. The averages in Table IX indicate that with the exception of the group with no experience, there was a steady decrease in the number of errors per person from the candidates with the least experience to those with the most.

¹⁶ C. Van Riper, Speech Correction, Principles and Methods. New York: Prentice-Hall, Incorporated, 1947, p. 152.

TABLE V

ARTICULATION ERRORS - INITIAL POSITION

	Substitu- tion	Dis- tortion	Slight- ing	Omis- sion	Addi- tion	Total	%
p	0	0	0	0	0	0	0.0
b	0	0	0	0	0	0	0.0
m	0	0	0	0	0	0	0.0
n	0	0	0	0	0	0	0.0
ŋ	0	0	0	0	0	0	0.0
ʌ	0	1	0	0	0	1	0.6
w	0	0	1	0	0	1	0.6
f	0	0	0	0	0	0	0.0
v	0	0	0	0	0	0	0.0
θ	1	0	1	0	0	2	1.3
t	2	0	0	0	0	2	1.3
d	0	0	0	0	0	0	0.0
l	2	0	0	0	0	2	1.3
r	0	0	0	0	0	0	0.0
s	0	0	1	0	0	1	0.6
z	0	0	0	0	0	0	0.0
tʃ	0	1	0	0	0	1	0.6
ʃ	0	0	1	0	0	1	0.6
k	0	0	0	0	0	0	0.0
g	0	0	0	0	0	0	0.0
dʒ	0	1	0	0	0	1	0.6
a	0	0	0	0	0	0	0.0
ɑ	0	1	0	0	0	1	0.6
aɪ	1	0	0	0	0	1	0.6
aʊ	18	1	0	0	0	19	12.6
u	0	0	0	0	0	0	0.0
æ	0	0	0	0	0	0	0.0
I-ɛ	0	0	0	0	0	0	0.0
ʒ-ɔ	0	0	0	0	0	0	0.0
	24	5	4	0	0	33	

TABLE VI

ARTICULATION ERRORS - MEDIAL POSITION

	Substitu- tion	Dis- tortion	Slight- ing	Omis- sion	Addi- tion	Total	%
p	0	0	0	0	0	0	0.0
b	0	0	0	1	0	1	0.6
m	0	0	0	0	0	0	0.0
n	0	0	0	0	0	0	0.0
ŋ	0	0	4	0	0	4	2.6
ʌ	0	0	0	0	0	0	0.0
w	0	0	0	0	0	0	0.0
f	1	0	0	0	0	1	0.6
v	1	0	1	0	0	2	1.3
ð	1	0	0	1	0	2	1.3
θ	0	1	1	0	0	2	1.3
t	52	0	3	2	0	57	38.0
d	33	0	0	1	0	34	22.6
l	0	1	1	0	0	2	1.3
r	0	0	3	1	0	4	2.6
s	0	1	2	0	0	3	2.0
z	1	2	2	1	0	6	4.0
tʃ	0	2	1	0	0	3	2.0
ʃ	0	2	2	0	0	4	2.6
k	1	1	1	1	0	4	2.6
g	0	0	0	1	0	1	0.6
dʒ	0	1	2	0	0	3	2.0
a	0	0	0	0	0	0	0.0
ɑ	0	1	1	0	0	2	1.3
ɑɪ	0	1	1	0	0	2	1.3
ɑʊ	0	1	1	0	0	2	1.3
u	0	0	0	0	0	0	0.0
ʌ	1	0	0	0	0	1	0.6
i-ɛ	0	0	0	0	0	0	0.0
ɛ-ʊ	0	0	0	0	0	0	0.0
	91	14	26	9	0	140	

TABLE VII

ARTICULATION ERRORS - FINAL POSITION

	Substitu- tion	Dis- tortion	Slight- ing	Omis- sion	Addi- tion	Total	%
p	1	0	3	2	0	6	4.0
b	0	0	0	1	0	1	0.6
m	0	0	0	0	0	0	0.0
n	0	0	0	0	0	0	0.0
ɲ	0	1	1	3	0	5	3.3
ʌ	0	0	0	0	0	0	0.0
w	0	0	0	0	0	0	0.0
r	0	0	2	2	0	4	2.6
v	0	0	0	6	0	6	4.0
ʒ	4	2	6	1	0	13	8.6
θ	1	2	3	0	0	6	4.0
t	1	1	15	24	0	41	27.3
d	5	0	4	36	0	45	30.0
l	0	1	5	1	0	7	4.6
r	0	0	3	1	2	6	4.0
s	0	0	1	3	0	4	2.6
z	0	1	3	3	0	7	4.6
tʃ	0	2	2	0	0	4	2.6
ʃ	0	0	0	0	1	1	0.6
k	1	0	3	1	0	5	3.3
g	0	1	4	10	0	15	10.0
dʒ	3	2	1	0	0	6	4.0
a	0	0	0	0	0	0	0.0
ɑ	0	0	0	0	0	0	0.0
ɑɪ	0	0	3	0	0	3	2.0
ɑʊ	0	1	0	0	0	1	0.6
u	0	0	0	0	0	0	0.0
ʌ	0	1	0	0	0	1	0.6
i-ɛ	0	0	0	0	0	0	0.0
ʃ-ʊ	0	0	0	0	0	0	0.0
	16	15	59	94	3	187	

TABLE VIII

ARTICULATION ERRORS OCCURRING IN ALL THREE POSITIONS

	Substitu- tion	Dis- tortion	Slight- ing	Omis- sion	Addi- tion	Total	%
P	0	4	3	0	0	7	4.6
b	0	4	4	0	0	8	5.3
m	0	4	3	0	2	9	6.0
n	0	7	6	0	3	16	10.6
ɲ	0	8	9	0	2	19	12.6
ʌ	73	1	0	0	0	74	49.3
w	0	0	2	1	0	3	2.0
f	0	0	3	0	0	3	2.0
v	0	0	2	1	0	3	2.0
θ	2	7	4	0	1	14	9.3
ð	3	10	2	0	1	16	10.6
t	21	2	3	0	0	26	17.3
d	11	1	1	0	0	13	8.6
l	0	4	7	2	0	13	8.6
r	0	1	3	2	2	8	5.3
s	1	22	0	1	1	25	16.6
z	2	8	0	0	0	10	6.6
ʃ	1	18	6	0	1	26	17.3
ʒ	0	39	1	0	0	40	26.6
k	1	1	4	0	0	6	4.0
g	0	1	0	0	1	2	1.3
dʒ	0	7	7	0	0	14	9.3
a	1	1	1	0	0	3	2.0
ɑ	4	2	0	0	0	6	4.0
ɑɪ	0	2	0	2	0	4	2.6
ɑʊ	0	3	1	0	1	5	3.3
u	1	3	0	0	0	4	2.6
æ	0	0	1	0	0	1	0.6
ɪ-ɛ	43	0	0	0	0	43	28.6
ɜ-ʊ	1	0	0	0	0	1	0.6
	165	160	73	9	15	422	

TABLE IX

AVERAGES OF ARTICULATION ERRORS BY GROUPS

Speech Experience	Total No. of Errors	Total No. of People	Errors per Person
No speech courses	31	7	4.42
One speech course	509	91	5.59
Two courses - no experience	82	17	4.82
Two courses - some experience	99	21	4.71
Two courses - considerable experience	63	14	4.50
	784	150	5.20

The candidates with one speech course averaged 5.59 errors per person, while the candidates with two or more speech courses and considerable experience averaged 4.50 errors per person. The total average of all the candidates having two or more speech courses was 4.69 errors per person, about one less error per person than the candidates having only one course. There were only seven candidates who had had no speech training. This group was too small in number to compare statistically with the other groups.

CHAPTER III

THE READING TEST

The oral reading test was given to the 150 credential candidates in order to determine reading adequacy for teaching purposes. Short paragraphs from famous works of literature were used for this test.¹⁷ In a similar test given to prospective teachers at Stanford University, reading ability was judged as being an important tool for teachers.¹⁸ The candidates for the test at the College of the Pacific were judged on nine positive qualities and 22 negative qualities. A rating of one (1), two (2) and three (3) was used to categorize the phases of the reading skill in degrees from excellent to poor. A further rating of four (4) was used only if the reading error was of an extremely serious nature.¹⁹ There was no medium gradation included in this test in order to improve the effectiveness of the grading scale and to eliminate confusion in marking. The judges were instructed that average would be assumed if no grading was made in the positive or negative divisions.

¹⁷ See Appendix II.

¹⁸ Anderson, op. cit.

¹⁹ See Appendix III.

For purposes of tabulation of this test, the candidates were divided into six groups as shown in Table X. The information concerning speech courses and speech experience, received on the questionnaire given to each candidate, furnished a basis for the division into the six groups.²⁰ The first group, composed of seven members, had no speech courses. The second group, composed of ten people, had only one speech course. This course was other than a speech fundamentals course. The third, and largest group, composed of 81 members, had only the fundamentals course; the fourth group, composed of 17 candidates, had two courses in speech but had no outside speaking experience. The fifth group, composed of 21 members, had two or more speech courses and had participated in some non-classroom speaking situations. The sixth group, composed of 14 members, had two or more speech courses and considerable outside speaking experience. These groups will hereafter be referred to by letter and a composite of the various groups by experience and number is shown in Table X.

In Tables XI through XXII, the reading abilities of the six groups are shown by percentage and number. Table XI shows the number of persons and the percentage of the group completely lacking in speech training who rated

²⁰ See Appendix I.

TABLE X

BASIS OF DIVISION OF CANDIDATES INTO GROUPS

Group	Speaking Experience	Number	% of Total Group
A	No speech courses	7	4.7
B	One speech course	10	6.7
C	Speech fundamentals only	81	54.0
D	Two or more speech courses No outside speaking ex- perience	17	11.3
E	Two or more speech courses Some outside speech ex- perience	21	14.0
F	Two or more speech courses Considerable outside speech experience	14	9.3
		150	100.0

TABLE XI

EXCELLENT AND GOOD RATINGS OF GROUP A ON READING

	Excellent		Good	
	No. of Persons	%	No. of Persons	%
Poised	0	0.0	1	14.2
Vocal ease	0	0.0	3	42.8
Good projection	0	0.0	4	57.2
Appropriate pitch	0	0.0	5	71.4
Good rate	0	0.0	2	28.5
Good diction	0	0.0	1	14.2
Pronunciation	0	0.0	0	0.0
Appropriate rhythm	0	0.0	0	0.0
Good communication	0	0.0	1	14.2

excellent and good on the positive qualities included in the test. No one of the seven persons in Group A was rated excellent on any point in the reading test. Projection was rated good for 57.2 per cent of the group. Vocal ease was rated good for 71.4 per cent. There were no ratings of good on either pronunciation or appropriate pitch. Less statistically significant ratings can be ascertained by reference to Table XI.

Table XII indicates that over one-half of the students in group A were rated poor because of indistinct articulation and 42.8 per cent were rated poor for monotony in reading, while the remaining 57.2 per cent were rated extremely serious on this point. Reading too rapidly was rated extremely serious for 42.8 per cent of Group A. Over one-half of the students were rated poor or extremely serious on the points of not enough pausing and poor sense of meaning. For additional ratings Table XII should be consulted.

No one of the ten persons in Group B had a rating of excellent on any of the positive qualities. Forty per cent, however, had a rating of good on projection and appropriate pitch. No one received a rating of good for pronunciation. The other ratings were too low to be of statistical significance in this group. Table XIII catalogues all ratings indicated by the judges.

TABLE XII

POOR AND EXTREMELY SERIOUS RATINGS OF GROUP A ON READING

	Poor		Extremely Serious	
	No. of Persons	%	No. of Persons	%
Timid	2	28.5	0	0.0
Vocal tenseness	0	0.0	0	0.0
Reads too softly	2	28.5	0	0.0
Reads too loudly	0	0.0	0	0.0
Pitch too low	0	0.0	0	0.0
Pitch too high	0	0.0	0	0.0
Reads too slow	0	0.0	0	0.0
Reads too rapidly	0	0.0	3	42.8
Reads indistinctly	4	57.2	0	0.0
Foreign accent	0	0.0	0	0.0
Omits sounds	1	14.2	0	0.0
Substitutes sounds	1	14.2	0	0.0
Transposes sounds	0	0.0	0	0.0
Mispronounces words	1	14.2	0	0.0
Stumbles	0	0.0	0	0.0
Lisps	0	0.0	0	0.0
Too many pauses	2	28.5	2	28.5
Not enough pauses	0	0.0	0	0.0
Stutters	0	0.0	0	0.0
Monotonous	3	42.8	4	57.2
Hesitates	0	0.0	0	0.0
Poor sense of meaning	2	28.5	2	28.5

TABLE XIII

EXCELLENT AND GOOD RATINGS OF GROUP B ON READING

	Excellent		Good	
	No. of Persons	%	No. of Persons	%
Poised	0	0.0	1	10.0
Vocal ease	0	0.0	1	10.0
Good projection	0	0.0	4	40.0
Appropriate pitch	0	0.0	4	40.0
Good rate	0	0.0	2	20.0
Good diction	0	0.0	3	30.0
Pronunciation	0	0.0	0	0.0
Appropriate rhythm	0	0.0	2	20.0
Good communication	0	0.0	3	30.0

Table XIV lists the negative qualities of Group B. Fifty per cent of this group was rated low because of in-distinct reading. Sixty per cent of the examinees omitted sounds in reading. Mispronunciation of words was checked for 40 per cent of Group B. One-half of the group was graded down for stumbling and monotony was indicated in 70 per cent of the readings. The extremely serious ratings have been included with the poor ratings in this summary when they make a significant addition. The other figures may be seen by reference to Table XIV.

The positive qualities for Group C are tabulated in Table XV. In this group of 81 candidates it should be noted that the percentage who rated in the excellent column was very small. The percentage in all categories appears diminished, probably because the table was based on a larger number of candidates than any of the other groups. In consideration of this factor, some of the percentages which are unusually high will be noted. In Group C, 37.3 per cent were rated good in poise, 28.3 per cent were rated good in vocal ease, and 45.6 per cent received the same rating in projection. Ratings of good were achieved in appropriate pitch and reading rate by 56.7 and 27.1 per cent of the group respectively. Reference to this table shows that good diction and good pronunciation were seldom checked by the judges. This compares statistically

TABLE XIV

POOR AND EXTREMELY SERIOUS RATINGS OF GROUP B ON READING

	Poor		Extremely Serious	
	No. of Persons	%	No. of Persons	%
Timid	3	30.0	0	0.0
Vocal tenseness	0	0.0	0	0.0
Reads too softly	1	10.0	0	0.0
Reads too loudly	0	0.0	0	0.0
Pitch too low	1	10.0	1	10.0
Pitch too high	0	0.0	0	0.0
Reads too slow	1	10.0	0	0.0
Reads too rapidly	2	20.0	1	10.0
Reads indistinctly	4	40.0	1	10.0
Foreign accent	1	10.0	0	0.0
Omits sounds	6	60.0	0	0.0
Substitutes sounds	2	20.0	0	0.0
Transposes sounds	0	0.0	0	0.0
Mispronounces words	4	40.0	0	0.0
Stumbles	5	50.0	0	0.0
Lisps	0	0.0	0	0.0
Too many pauses	1	10.0	0	0.0
Not enough pauses	3	30.0	0	0.0
Stutters	0	0.0	0	0.0
Monotonous	5	50.0	2	20.0
Hesitates	3	30.0	0	0.0
Poor sense of meaning	4	40.0	2	20.0

TABLE XV

EXCELLENT AND GOOD RATINGS OF GROUP C ON READING

	Excellent		Good	
	No. of Persons	%	No. of Persons	%
Poised	0	0.0	30	37.3
Vocal ease	0	0.0	23	28.3
Good projection	2	2.4	37	45.6
Appropriate pitch	2	2.4	46	56.7
Good rate	3	3.7	22	27.1
Good diction	1	1.2	0	0.0
Pronunciation	1	1.2	0	0.0
Appropriate rhythm	3	3.7	16	19.7
Good communication	5	6.1	13	16.0

with the tabulations already seen in Tables XI and XIII.

The negative qualities checked for Group C, tabulated in Table XVI again indicate some high percentages considering the number of persons in this category. The percentage of divisions three (3) and four (4) will be added together to indicate the total percentage of persons who made the error. Tabulations of the individual items can be seen by reference to Table XVI. The table shows that 22.1 per cent read too softly, 30.7 per cent read too rapidly, and 26.9 per cent read indistinctly. Sounds were omitted by 30.8 per cent of the group and words were mispronounced by 51.7 per cent. A total of 31 persons (38.2 per cent) of the examinees stumbled in the reading of the paragraphs. Of the candidates, 28.3 per cent did not pause sufficiently in the reading. The highest per cent of error is again found in this group for monotony (51.7 per cent) and poor sense of meaning (70.2 per cent). Hesitation in reading was checked for 40.6 per cent of the group.

Group D, composed of 17 persons, is tabulated for positive reading qualities in Table XVII. There were no ratings in the excellent column for this group. Significant ratings of good for this group include 29.4 per cent for projection, 47 per cent for appropriate pitch and 29.4 per cent for appropriate rhythm.

In Table XVIII, it may be noted that there are only

TABLE XVI

POOR AND EXTREMELY SERIOUS RATINGS OF GROUP C ON READING

	Poor		Extremely Serious	
	No. of Persons	%	No. of Persons	%
Timid	12	14.8	1	1.2
Vocal tenseness	11	13.5	2	2.4
Reads too softly	17	20.9	1	1.2
Reads too loudly	1	1.2	1	1.2
Pitch too low	0	0.0	1	1.2
Pitch too high	5	6.1	0	0.0
Reads too slow	7	8.6	2	2.4
Reads too rapidly	20	24.6	5	6.1
Reads indistinctly	22	27.1	8	9.8
Foreign accent	3	3.7	0	0.0
Omits sounds	13	16.0	12	14.8
Substitutes sounds	10	12.3	5	6.1
Transposes sounds	11	13.5	2	2.4
Mispronounces words	34	41.9	8	9.8
Stumbles	21	25.9	10	12.3
Lisps	2	2.4	1	1.2
Too many pauses	4	4.9	2	2.4
Not enough pauses	21	25.9	2	2.4
Stutters	0	0.0	1	1.2
Monotonous	25	30.8	17	20.9
Hesitates	26	32.0	7	8.6
Poor sense of meaning	31	38.2	26	32.0

TABLE XVII

EXCELLENT AND GOOD RATINGS OF GROUP D ON READING

	Excellent		Good	
	No. of Persons	%	No. of Persons	%
Poised	0	0.0	2	11.7
Vocal ease	0	0.0	3	17.7
Good projection	0	0.0	5	29.4
Appropriate pitch	0	0.0	8	47.0
Good rate	0	0.0	4	23.5
Good diction	0	0.0	2	11.7
Pronunciation	0	0.0	3	17.7
Appropriate rhythm	0	0.0	5	29.4
Good communication	0	0.0	4	23.5

TABLE XVIII

POOR AND EXTREMELY SERIOUS RATINGS OF GROUP D ON READING

	Poor		Extremely Serious	
	No. of Persons	%	No. of Persons	%
Timid	4	23.5	0	0.0
Vocal tenseness	2	11.7	0	0.0
Reads too softly	5	29.4	0	0.0
Reads too loudly	0	0.0	0	0.0
Pitch too low	0	0.0	0	0.0
Pitch too high	3	17.7	0	0.0
Reads too slow	1	5.8	0	0.0
Reads too rapidly	3	17.7	1	5.8
Reads indistinctly	6	35.2	0	0.0
Foreign accent	0	0.0	0	0.0
Omits sounds	3	17.7	0	0.0
Substitutes sounds	2	11.7	0	0.0
Transposes sounds	1	5.8	0	0.0
Mispronounces words	8	47.0	0	0.0
Stumbles	4	23.5	0	0.0
Lisps	0	0.0	0	0.0
Too many pauses	0	0.0	0	0.0
Not enough pauses	2	11.7	0	0.0
Stutters	0	0.0	0	0.0
Monotonous	1	5.8	3	17.7
Hesitates	3	17.7	0	0.0
Poor sense of meaning	4	23.5	0	0.0

two errors indicated of an extremely serious nature. The errors checked most frequently were on the points of reading too softly (29.4 per cent) and reading indistinctly (35.2 per cent).

Group E, composed of 21 persons, indicates a few ratings in the excellent category. These will be found in Table XIX. The ratings are too few to be of much statistical significance. The table shows that 33.3 per cent were checked good for poise, 61.9 per cent for projection, and 66.6 per cent received the same rating for appropriate pitch. Good rate was checked for 38 per cent of the group. All of these percentages show a significant increase over the previous four groups in most of the categories.

The greatest number of errors checked for this group, as shown in Table XX, were for mispronunciation of words, for which 42.8 per cent of the group were checked, and for stumbling. A total of 66.6 per cent of the group had errors checked in the latter classification. Other errors which were checked rather frequently, considering the experience of this group, were indistinct reading (a total of 47.5 per cent), omission of sounds (28.5 per cent), and poor sense of meaning (a total of 61.8 per cent).

In Group F, comprising 14 people, a tendency is shown in the opposite direction from the other groups. In Table XXI, the first statistically important percentages

TABLE XIX

EXCELLENT AND GOOD RATINGS OF GROUP E ON READING

	Excellent		Good	
	No. of Persons	%	No. of Persons	%
Poised	0	0.0	7	33.3
Vocal ease	0	0.0	5	23.8
Good projection	1	4.7	13	61.9
Appropriate pitch	0	0.0	14	66.6
Good rate	1	4.7	8	38.0
Good diction	1	4.7	5	23.8
Pronunciation	0	0.0	3	14.2
Appropriate rhythm	0	0.0	3	14.2
Good communication	2	9.5	2	9.5

TABLE XX

POOR AND EXTREMELY SERIOUS RATINGS OF GROUP E ON READING

	Poor		Extremely Serious	
	No. of Persons	%	No. of Persons	%
Timid	3	14.2	1	4.7
Vocal tenseness	3	14.2	0	0.0
Reads too softly	3	14.2	0	0.0
Reads too loudly	0	0.0	0	0.0
Pitch too low	1	4.7	0	0.0
Pitch too high	0	0.0	0	0.0
Reads too slow	3	14.2	1	4.7
Reads too rapidly	5	23.8	1	4.7
Reads indistinctly	6	28.5	4	19.0
Foreign accent	0	0.0	0	0.0
Omits sounds	6	28.5	0	0.0
Substitutes sounds	5	23.8	0	0.0
Transposes sounds	2	9.5	0	0.0
Mispronounces words	9	42.8	0	0.0
Stumbles	9	42.8	5	23.8
Lisps	0	0.0	0	0.0
Too many pauses	1	4.7	1	4.7
Not enough pauses	3	14.2	0	0.0
Stutters	0	0.0	0	0.0
Monotonous	7	33.3	3	14.2
Hesitates	6	28.5	3	14.2
Poor sense of meaning	7	33.3	6	28.5

TABLE XXI

EXCELLENT AND GOOD RATINGS FOR GROUP F ON READING

	Excellent		Good	
	No. of Persons	%	No. of Persons	%
Poised	4	28.5	8	57.1
Vocal ease	3	21.4	9	64.2
Good projection	4	28.5	7	50.0
Appropriate pitch	4	28.5	7	50.0
Good rate	5	35.7	2	14.2
Good diction	3	21.4	2	14.2
Pronunciation	4	28.5	4	28.5
Appropriate rhythm	4	28.5	6	42.8
Good communication	5	35.7	4	28.5

are noted in the excellent category. The group produced 28.5 per cent with maximum ratings in poise, projection, appropriate pitch, pronunciation, and appropriate rhythm. There were 35.7 per cent who received the excellent rating in both rate of reading and communication ability. Analysis of the table shows that this group scored distinctly superior to any of the other five groups on every point.

Table XXII indicates that Group F was the only group to have no checks in the extremely serious classification. Only one error of any significance appears in the poor column. It indicates that the largest percentage (28.5 per cent) of Group F rated low for reading too rapidly.

Table XXIII is a composite table showing the number of persons in each group who rated excellent on the positive points. It can be easily noted that the majority of the entire group who received this rating were in Group F. The percentages, however, are extremely low for the combined groups, i.e., for the entire 150 candidates tested. The composite figures show that a maximum of eight per cent of the whole group of 150 candidates rated excellent, and that percentage was achieved only in the one category of good communication.

The good ratings, which are shown for the composite groups in Table XXIV, present a more encouraging picture, although in only one case does a percentage exceed over

TABLE XXII

POOR AND EXTREMELY SERIOUS RATINGS FOR GROUP F ON READING

	Poor		Extremely Serious	
	No. of Persons	%	No. of Persons	%
Timid	0	0.0	0	0.0
Vocal tenseness	0	0.0	0	0.0
Reads too softly	1	7.1	0	0.0
Reads too loudly	0	0.0	0	0.0
Pitch too low	0	0.0	0	0.0
Pitch too high	0	0.0	0	0.0
Reads too slow	1	7.1	0	0.0
Reads too rapidly	4	28.5	0	0.0
Reads indistinctly	2	14.2	0	0.0
Foreign accent	0	0.0	0	0.0
Omits sounds	1	7.1	0	0.0
Substitutes sounds	0	0.0	0	0.0
Transposes sounds	0	0.0	0	0.0
Mispronounces words	3	21.4	0	0.0
Stumbles	1	7.1	0	0.0
Lisps	0	0.0	0	0.0
Too many pauses	1	7.1	0	0.0
Not enough pauses	1	7.1	0	0.0
Stutters	0	0.0	0	0.0
Monotonous	1	7.1	0	0.0
Hesitates	0	0.0	0	0.0
Poor sense of meaning	2	14.2	0	0.0

TABLE XXIII

GROUP TOTALS AND PERCENTAGES FOR EXCELLENT READING

	Groups						Total	%
	A	B	C	D	E	F		
Poised	0	0	0	0	0	4	4	2.6
Vocal ease	0	0	0	0	0	3	3	2.0
Good projection	0	0	2	0	1	4	7	4.7
Appropriate pitch	0	0	2	0	0	4	6	4.0
Good rate	0	0	3	0	1	5	9	6.0
Good diction	0	0	1	0	1	3	5	3.3
Pronunciation	0	0	1	0	0	4	5	3.3
Appropriate rhythm	0	0	3	0	0	4	7	4.7
Good communication	0	0	5	0	2	5	12	8.0
	0	0	17	0	5	36	58	

TABLE XXIV

GROUP TOTALS AND PERCENTAGES FOR GOOD READING

	Groups						Total	%
	A	B	C	D	E	F		
Poised	1	1	30	2	7	8	49	32.6
Vocal ease	3	1	23	3	5	9	44	29.3
Good projection	4	4	37	5	13	7	70	46.6
Appropriate pitch	5	4	46	8	14	7	84	56.0
Good rate	2	2	22	4	8	2	40	26.6
Good diction	1	3	0	2	5	2	13	8.6
Pronunciation	0	0	0	3	3	4	10	6.7
Appropriate rhythm	0	2	16	5	3	6	32	21.3
Good communication	1	3	13	4	2	4	27	18.0
	17	20	187	35	60	49	369	

one-half of the group. The highest percentage (56 per cent), comprising 84 persons, was achieved on the positive value of appropriate pitch. Some of the significant low figures, which indicate some of the specific reading weaknesses of the prospective teachers, show that only 8.6 per cent were rated good in diction, 6.7 per cent in pronunciation, and 18 per cent in communication ability.

The above percentages correspond with the errors tabulated in Table XXV for students who were rated poor on the negative points of the check sheet. A total of 39.3 per cent mispronounced words and 26.6 per cent stumbled in reading. Other high figures for the composite groups indicated 33.3 per cent had a poor projection of meaning of the passages read. Hesitations in reading were marked against 25.3 per cent, 28 per cent were monotonous, and 29.3 per cent read indistinctly. If the total of 509 tabulated errors were averaged, it would show that each candidate was checked 3.39 times in the poor column.

Although percentages for the entire group are low for errors in the extremely serious column, as shown in Table XXVI, they are still of significance. The error checked most frequently in this column was for reading with poor sense of meaning. It was evident in the speech of 24 per cent of the candidates. If the total of 160 errors were averaged for the group in this table, each

TABLE XXV

GROUP TOTALS AND PERCENTAGES FOR POOR READING

	Groups						Total	%
	A	B	C	D	E	F		
Timid	2	3	12	4	3	0	24	16.0
Vocal tenseness	0	0	11	2	3	0	16	10.6
Reads too softly	2	1	17	5	3	1	29	19.3
Reads too loudly	0	0	1	0	0	0	1	.6
Pitch too low	0	1	0	0	1	0	2	1.3
Pitch too high	0	0	5	3	0	0	8	5.3
Reads too slow	0	1	7	1	3	1	13	8.6
Reads too rapidly	0	2	20	3	5	4	34	22.6
Reads indistinctly	4	4	22	6	6	2	44	29.3
Foreign accent	0	1	3	0	0	0	4	2.6
Omits sounds	1	6	13	3	6	1	30	20.0
Substitutes sounds	1	2	10	2	5	0	20	13.3
Transposes sounds	0	0	11	1	2	0	14	9.3
Mispronounces words	1	4	34	8	9	3	59	39.3
Stumbles	0	5	21	4	9	1	40	26.6
Lisps	0	0	2	0	0	0	2	1.3
Too many pauses	0	1	4	0	1	1	7	4.7
Not enough pauses	2	3	21	2	3	1	32	21.3
Stutters	0	0	0	0	0	0	0	.0
Monotonous	3	5	25	1	7	1	42	28.0
Hesitates	0	3	26	3	6	0	38	25.3
Poor sense of meaning	2	4	31	4	7	2	50	33.3
	18	46	296	52	79	18	509	

TABLE XXVI

GROUP TOTALS AND PERCENTAGES FOR EXTREMELY SERIOUS READING

	Groups						Total	%
	A	B	C	D	E	F		
Timid	0	0	1	0	1	0	2	1.3
Vocal tenseness	0	0	2	0	0	0	2	1.3
Reads too softly	0	0	1	0	0	0	1	.6
Reads too loudly	0	0	1	0	0	0	1	.6
Pitch too high	0	0	0	0	0	0	0	.0
Pitch too low	0	1	1	0	0	0	2	1.3
Reads too slow	0	0	2	0	0	0	2	1.3
Reads too rapidly	3	1	5	1	1	0	11	7.3
Reads indistinctly	0	1	8	0	4	0	13	8.6
Foreign accent	0	0	0	0	0	0	0	.0
Omits sounds	0	0	12	0	0	0	12	8.0
Substitutes sounds	0	0	5	0	0	0	5	3.3
Transposes sounds	0	0	2	0	0	0	2	1.3
Mispronounces words	0	0	8	0	0	0	8	5.3
Stumbles	0	0	10	0	5	0	15	10.0
Lisps	0	0	1	0	0	0	1	.6
Too many pauses	0	0	2	0	1	0	3	2.0
Not enough pauses	2	0	2	0	0	0	4	2.6
Stutters	0	0	1	0	0	0	1	.6
Monotonous	4	2	17	3	3	0	29	19.3
Hesitates	0	0	7	0	3	0	10	6.7
Poor sense of meaning	2	2	26	0	6	0	36	24.0
	11	7	114	4	24	0	160	

candidate would average 1.06 errors in the extremely serious classification.

Some of the least frequently checked items on the negative side of the check sheet were for reading too loudly, too low a pitch, foreign accent, lisping, and stuttering. It is possible that these could be omitted from the check sheet for expediency in future testing.

The judges wrote in errors occasionally. Some of these might be added to future check sheets or might be used to replace certain little used items, in as much as they may be more descriptive of particular errors. These errors are listed in Table XXVII, together with the number of times they were written in by the judges.

TABLE XXVII

ERRORS WRITTEN IN BY THE JUDGES ON READING

Error	Number of Times Marked
Improper stress	2
Speech pattern	12
Inflexible rate	1
Lacks vitality	1
Jerky	8
Negative personality	4
No interest	2
No color	4
Irregular pausing	1
Frightened	1
Over pronunciation	2
Inflexible pitch	4
Broken rhythm	3
Nervous	3
Jumpy	1
Affected personality	1
Too formal	1
Poor pausing	3
Slurring	1
Southern accent	2

CHAPTER IV

THE SPEAKING TEST

For the extemporaneous speaking section of the speech test administered to the 150 teaching credential candidates, the students were instructed to prepare a two minute speech in advance of the test. A general topic was assigned, which was of such a nature that it could be easily adapted to the particular interests of the speakers.²¹ In the tabulation, for greater clarity of analysis of the check sheet, the 150 candidates were divided into the same six groups used in the reading test.²² Speaking analysis was carried out by judging the examinees on thirteen positive and twenty-six negative speaking qualities.²³

Table XXVIII lists the number and percentage of candidates in Group A, comprising seven people, who were rated excellent and good in the positive qualities. For the use of mainheads, 28.5 per cent of the group received an excellent rating. There were no ratings of excellent given for use of transition, organization, poise, direct communication, projection, pleasant personality, rate, rhythm,

²¹ See Appendix I: Instructions.

²² See Table X, p. 24.

²³ See Appendix III.

TABLE XXVIII

EXCELLENT AND GOOD RATINGS FOR GROUP A ON SPEAKING

	Excellent		Good	
	No. of Persons	%	No. of Persons	%
Thesis clear	1	14.2	2	28.5
Uses mainheads	2	28.5	1	14.2
Good transitions	0	0.0	1	14.2
Good organization	0	0.0	2	28.5
Good content	1	14.2	2	28.5
Poised	0	0.0	4	57.2
Direct communication	0	0.0	2	28.5
Good projection	0	0.0	2	28.5
Pleasant personality	0	0.0	1	14.2
Good sincerity and enthusiasm	1	14.2	1	14.2
Good rate	0	0.0	1	14.2
Good rhythm	0	0.0	1	14.2
Good diction and pronunciation	0	0.0	1	14.2

or diction and pronunciation. For tabulation of other items reference may be made to Table XXVIII. Ratings of good were checked for 28.5 per cent of Group A for clear thesis, organization, content, direct communication, and projection. Four persons (57.2 per cent) received a rating of good for poise.

Table XXIX shows the negative points checked for Group A. In the poor category vague thesis was checked for 28.5 per cent of the group, as was the lack of mainheads, transitions, eye contact, monotony, and the omitting of sounds. Disorganization, poor content, lack of physical control, lack of interest, speaking too rapidly, and bad articulation were checked for 42.8 per cent of the group. There was only one rating in the extremely serious column for Group A. This check was for poor eye contact. The other negative ratings are listed in Table XXIX.

The excellent and good markings for Group B are shown in Table XXX. There were no significant ratings in the excellent column. Good ratings were received by 40 per cent of the group for clear thesis, organization, and pleasant personality. A judgment of good was received by 60 per cent of the group for projection and by 50 per cent of the group for direct communication. Reference to Table XXX will show the other judgments on the positive qualities for Group B.

TABLE XXIX

POOR AND EXTREMELY SERIOUS RATINGS FOR GROUP A ON SPEAKING

	Poor		Extremely Serious	
	No. of Persons	%	No. of Persons	%
Thesis vague	2	28.5	0	0.0
Lacks mainheads	2	28.5	0	0.0
Poor transitions	2	28.5	0	0.0
Disorganized	3	42.8	0	0.0
Poor content	3	42.8	0	0.0
Lacks physical control	3	42.8	0	0.0
Poor eye contact	2	28.5	1	14.2
Speaks too loudly	0	0.0	0	0.0
Speaks too softly	0	0.0	0	0.0
Argumentative	1	14.2	0	0.0
Timid	1	14.2	0	0.0
Lacks interest	3	42.8	0	0.0
Lacks color	4	57.2	0	0.0
Speaks too rapidly	3	42.8	0	0.0
Pauses too often	0	0.0	0	0.0
Not enough pauses	0	0.0	0	0.0
Monotonous	2	28.5	0	0.0
Stutters	0	0.0	0	0.0
Mispronounces words	0	0.0	0	0.0
Bad grammar	1	14.2	0	0.0
Lisps	0	0.0	0	0.0
Foreign accent	0	0.0	0	0.0
Bad articulation	3	42.8	0	0.0
Omits sounds	2	28.5	0	0.0
Transposes sounds	0	0.0	0	0.0
Substitutes sounds	1	14.2	0	0.0

TABLE XXX

EXCELLENT AND GOOD RATINGS FOR GROUP B ON SPEAKING

	Excellent		Good	
	No. of Persons	%	No. of Persons	%
Thesis clear	0	0.0	4	40.0
Uses mainheads	0	0.0	3	30.0
Good transitions	0	0.0	2	20.0
Good organization	0	0.0	4	40.0
Good content	0	0.0	2	20.0
Poised	0	0.0	1	10.0
Direct communication	1	10.0	5	50.0
Good projection	0	0.0	6	60.0
Pleasant personality	1	10.0	4	40.0
Good sincerity and enthusiasm	1	10.0	3	30.0
Good rate	0	0.0	3	30.0
Good rhythm	0	0.0	2	20.0
Good diction and pronunciation	0	0.0	1	10.0

Table XXXI lists the negative points checked for Group B. In this group, 30 per cent received a grading of poor for vague thesis, lack of mainheads, eye contact, lack of color, mispronunciation of words, and omitting of sounds. Forty per cent received a rating of poor for disorganization and for bad articulation. Lack of physical control was checked for 60 per cent of the group. For the extremely serious ratings, reference may be made to Table XXXI. Some of these ratings become very significant when they are added to the percentages in the poor column.

The large group of 81 persons, comprising Group C, shows no significant ratings in the excellent column, but several large percentages are found in the good column, as indicated in Table XXXII. Clear thesis was checked for 51.8 per cent of the group. For use of mainheads 23.8 per cent were rated good. Poise was judged good for 30.8 per cent, direct communication for 35.8 per cent, projection for 37.3 per cent, and pleasant personality for 34.5 per cent. Diction and pronunciation, however, was rated good for only 12.3 per cent of the group. These figures compare statistically with the figures on the negative side of the check sheet.

In Table XXXIII are found the number and percentage of persons in Group C who rated poor and extremely serious in speaking. The poor and extremely serious percentages

TABLE XXXI

POOR AND EXTREMELY SERIOUS RATINGS FOR GROUP B ON SPEAKING

	Poor		Extremely Serious	
	No. of Persons	%	No. of Persons	%
Thesis vague	3	30.0	0	0.0
Lacks mainheads	3	30.0	0	0.0
Poor transitions	2	20.0	0	0.0
Disorganized	4	40.0	0	0.0
Poor content	1	10.0	1	10.0
Lacks physical control	6	60.0	2	20.0
Poor eye contact	3	30.0	1	10.0
Speaks too loudly	0	0.0	0	0.0
Speaks too softly	1	10.0	1	10.0
Argumentative	0	0.0	0	0.0
Timid	1	10.0	1	10.0
Lacks interest	2	20.0	1	10.0
Lacks color	3	30.0	2	20.0
Speaks too rapidly	1	10.0	0	0.0
Pauses too often	1	10.0	0	0.0
Not enough pauses	1	10.0	0	0.0
Monotonous	1	10.0	2	20.0
Stutters	0	0.0	0	0.0
Mispronounces words	3	30.0	0	0.0
Bad grammar	2	20.0	0	0.0
Lisps	0	0.0	0	0.0
Foreign accent	1	10.0	0	0.0
Bad articulation	4	40.0	1	10.0
Omits sounds	3	30.0	0	0.0
Transposes sounds	1	10.0	1	10.0
Substitutes sounds	1	10.0	1	10.0

TABLE XXXII

EXCELLENT AND GOOD RATINGS FOR GROUP C ON SPEAKING

	Excellent		Good	
	No. of Persons	%	No. of Persons	%
Thesis clear	4	4.9	42	51.8
Uses mainheads	2	2.4	23	28.3
Good transitions	2	2.4	12	14.8
Good organization	7	8.6	20	24.6
Good content	4	4.9	21	25.9
Poised	3	3.7	25	30.8
Direct communication	4	4.9	29	35.8
Good projection	4	4.9	30	37.3
Pleasant personality	5	6.1	28	34.5
Good sincerity and enthusiasm	3	3.7	22	27.1
Good rate	1	1.2	19	23.4
Good rhythm	2	2.4	17	20.9
Good diction and pronunciation	1	1.2	10	12.3

TABLE XXXIII

POOR AND EXTREMELY SERIOUS RATINGS FOR GROUP C ON SPEAKING

	Poor		Extremely Serious	
	No. of Persons	%	No. of Persons	%
Thesis vague	17	20.9	2	2.4
Lacks mainheads	8	9.8	2	2.4
Poor transitions	18	22.2	2	2.4
Disorganized	16	19.7	3	3.7
Poor content	8	9.8	1	1.2
Lacks physical control	30	37.3	6	7.4
Poor eye contact	27	33.3	7	8.6
Speaks too loudly	2	2.4	0	0.0
Speaks too softly	12	14.8	2	2.4
Argumentative	1	1.2	1	1.2
Timid	15	18.5	1	1.2
Lacks interest	16	19.7	6	7.4
Lacks color	24	29.6	11	13.5
Speaks too rapidly	16	19.7	1	1.2
Pauses too often	8	9.8	0	0.0
Not enough pauses	9	11.1	1	1.2
Monotonous	20	24.6	4	4.9
Stutters	0	0.0	1	1.2
Mispronounces words	13	16.0	2	2.4
Bad grammar	3	3.7	3	3.7
Lisps	1	1.2	0	0.0
Foreign accent	2	2.4	0	0.0
Bad articulation	13	16.0	9	11.1
Omits sounds	11	13.5	2	2.4
Transposes sounds	4	4.9	0	0.0
Substitutes sounds	4	4.9	1	1.2

will be given together here to show the maximum weaknesses of the group. For separate tabulation of the negative points, reference may be made to Table XXXIII. For lack of physical control a total of 44.7 per cent of the group was rated low. A total of 41.9 per cent was rated low on eye contact. Lack of interest was checked for a total of 27.1 per cent and lack of color for a total of 43.1 per cent. Monotony was checked for a total of 29.5 per cent of the group. The other most frequently checked error was bad articulation (a total of 27.1 per cent).

There were no significant ratings of excellent for Group D, as indicated in Table XXXIV. High percentages in the good column were 41.1 per cent for clear thesis and use of mainheads. Good projection was checked for 58.8 per cent of the group and 47 per cent were checked good for pleasant personality. Only 5.8 per cent of this group were checked for good diction and pronunciation.

There were no significant gradings in the extremely serious column for Group D, as shown in Table XXXV. High percentages in the poor column were lack of physical control (41.1 per cent), eye contact (35.2 per cent), and lack of color (41.1 per cent). A poor rating was received by 29.4 per cent of Group D for timidity. The same percentage rated poor for monotony. Other percentages may be seen by reference to Table XXXV.

TABLE XXXIV

EXCELLENT AND GOOD RATINGS FOR GROUP D ON SPEAKING

	Excellent		Good	
	No. of Persons	%	No. of Persons	%
Thesis clear	2	11.7	7	41.1
Uses mainheads	0	0.0	7	41.1
Good transitions	0	0.0	4	23.5
Good organization	1	5.8	7	41.1
Good content	0	0.0	4	23.5
Poised	0	0.0	3	17.7
Direct communication	0	0.0	2	11.7
Good projection	0	0.0	10	58.8
Pleasant personality	1	5.8	8	47.0
Good sincerity and enthusiasm	0	0.0	3	17.7
Good rate	0	0.0	2	11.7
Good rhythm	0	0.0	2	11.7
Good diction and pronunciation	0	0.0	1	5.8

TABLE XXXV

POOR AND EXTREMELY SERIOUS RATINGS FOR GROUP D ON SPEAKING

	Poor		Extremely Serious	
	No. of Persons	%	No. of Persons	%
Thesis vague	1	5.8	1	5.8
Lacks mainheads	1	5.8	0	0.0
Poor transitions	2	11.7	0	0.0
Disorganized	1	5.8	1	5.8
Poor content	1	5.8	1	5.8
Lacks physical control	7	41.1	1	5.8
Poor eye contact	6	35.2	0	0.0
Speaks too loudly	1	5.8	0	0.0
Speaks too softly	1	5.8	0	0.0
Argumentative	1	5.8	0	0.0
Timid	5	29.4	0	0.0
Lacks interest	1	5.8	1	5.8
Lacks color	7	41.1	1	5.8
Speaks too rapidly	3	17.7	0	0.0
Pauses too often	1	5.8	0	0.0
Not enough pauses	1	5.8	0	0.0
Monotonous	5	29.4	1	5.8
Stutters	0	0.0	0	0.0
Mispronounces words	3	17.7	0	0.0
Bad grammar	2	11.7	0	0.0
Lisps	0	0.0	0	0.0
Foreign accent	0	0.0	0	0.0
Bad articulation	4	23.5	1	5.8
Omits sounds	1	5.8	0	0.0
Transposes sounds	3	17.7	0	0.0
Substitutes sounds	0	0.0	0	0.0

The tabulation of the positive points for Group E may be seen in Table XXXVI. Considering the experience of this group of 21 persons, the ratings in the excellent column were extremely low. On most points, however, this group was rated many more times in the good column than any of the four preceding groups. For clear thesis 61.9 per cent were rated good. Similarly, 61.9 per cent were rated good for direct communication and content. Other high percentages include a rating of good for 38 per cent of the group for organization, 47.6 per cent for projection, 52.3 per cent for pleasant personality, and 42.8 per cent for sincerity and enthusiasm. Unfortunately only 14.2 per cent of the group received a rating of good for diction and pronunciation.

Although there were no significant extremely serious ratings for Group E, as can be seen by reference to Table XXXVII, there were some high percentages among the poor ratings. Thirty-eight per cent of the group were rated poor for lack of physical control, 33.3 per cent for lack of color, and 28.5 per cent for bad articulation.

In Table XXXVIII, Group F is again shown to have rated distinctly superior to any of the other groups on the positive qualities of the check sheet. Use of main-heads, rhythm, and diction and pronunciation were rated excellent for 28.5 per cent of the group. Almost one-half

TABLE XXXVI

EXCELLENT AND GOOD RATINGS FOR GROUP E ON SPEAKING

	Excellent		Good	
	No. of Persons	%	No. of Persons	%
Thesis clear	1	4.7	13	61.9
Uses mainheads	0	0.0	4	19.0
Good transitions	0	0.0	5	23.8
Good organization	0	0.0	8	38.0
Good content	0	0.0	13	61.9
Poised	1	4.7	4	19.0
Direct communication	0	0.0	13	61.9
Good projection	1	4.7	10	47.1
Pleasant personality	2	9.5	11	52.3
Good sincerity and enthusiasm	2	9.5	9	42.8
Good rate	1	4.7	6	28.5
Good rhythm	1	4.7	3	14.2
Good diction and pronunciation	0	0.0	3	14.2

TABLE XXXVII

POOR AND EXTREMELY SERIOUS RATINGS FOR GROUP E ON SPEAKING

	Poor		Extremely Serious	
	No. of Persons	%	No. of Persons	%
Thesis vague	2	9.5	1	4.7
Lacks mainheads	0	0.0	0	0.0
Poor transitions	4	19.0	0	0.0
Disorganized	3	14.2	1	4.7
Poor content	2	9.5	0	0.0
Lacks physical control	8	38.0	1	4.7
Poor eye contact	3	14.2	2	9.5
Speaks too loudly	0	0.0	0	0.0
Speaks too softly	2	9.5	0	0.0
Argumentative	0	0.0	0	0.0
Timid	2	9.5	0	0.0
Lacks interest	4	19.0	0	0.0
Lacks color	7	33.3	1	4.7
Speaks too rapidly	3	14.2	1	4.7
Pauses too often	2	9.5	0	0.0
Not enough pauses	3	14.2	0	0.0
Monotonous	5	23.8	1	4.7
Stutters	1	4.7	0	0.0
Mispronounces words	1	4.7	0	0.0
Bad grammar	3	14.2	0	0.0
Lisps	0	0.0	0	0.0
Foreign accent	0	0.0	0	0.0
Bad articulation	6	28.5	1	4.7
Omits sounds	0	0.0	0	0.0
Transposes sounds	1	4.7	0	0.0
Substitutes sounds	0	0.0	0	0.0

TABLE XXXVIII

EXCELLENT AND GOOD RATINGS FOR GROUP F ON SPEAKING

	Excellent		Good	
	No. of Persons	%	No. of Persons	%
Thesis clear	3	21.4	9	64.2
Uses mainheads	4	28.5	5	35.7
Good transitions	3	21.4	6	42.8
Good organization	3	21.4	6	42.8
Good content	3	21.4	8	57.1
Poised	3	21.4	6	42.8
Direct communication	6	42.8	4	28.5
Good projection	6	42.8	4	28.5
Pleasant personality	5	35.7	6	42.8
Good sincerity and enthusiasm	6	42.8	4	28.5
Good rate	5	35.7	3	21.4
Good rhythm	4	28.5	3	21.4
Good diction and pronunciation	4	28.5	3	21.4

of this group (42.8 per cent) were rated excellent for direct communication, projection, and sincerity and enthusiasm. Pleasant personality and rate were rated excellent for 35.7 per cent of the group. Ratings of good were received by 64.2 per cent of the group for clear thesis. Good transitions, organization, poise, and pleasant personality were checked for 42.8 per cent of the group. A rating of good was also given for use of mainheads (35.7 per cent of the group) and for content (57.1 per cent of the group). Direct communication, projection, and sincerity and enthusiasm were judged good for 28.5 per cent of Group F.

There were no significant ratings in the extremely serious column for Group F and the only important deficiency noted in the poor column was for lack of physical control, which was checked for 35.7 per cent of this group. The other percentages for negative points may be seen in Table XXXIX.

A composite tabulation of all the excellent ratings for the entire 150 candidates composing the six separately tabulated groups is recorded in Table XL. Group F leads the entire group with the most ratings in the excellent column. For the entire group of candidates, there were only 118 ratings of excellent and 55 of these were marked for Group F. The highest percentage for the group as a

TABLE XXXIX

POOR AND EXTREMELY SERIOUS RATINGS FOR GROUP F ON SPEAKING

	Poor		Extremely Serious	
	No. of Persons	%	No. of Persons	%
Thesis vague	1	7.1	0	0.0
Lacks mainheads	0	0.0	0	0.0
Poor transitions	0	0.0	0	0.0
Disorganized	0	0.0	1	7.1
Poor content	0	0.0	0	0.0
Lacks physical control	5	35.7	0	0.0
Poor eye contact	1	7.1	1	7.1
Speaks too loudly	1	7.1	0	0.0
Speaks too softly	1	7.1	0	0.0
Argumentative	0	0.0	0	0.0
Timid	0	0.0	0	0.0
Lacks interest	0	0.0	0	0.0
Lacks color	1	7.1	0	0.0
Speaks too rapidly	1	7.1	1	7.1
Pauses too often	2	14.2	0	0.0
Not enough pauses	0	0.0	0	0.0
Monotonous	0	0.0	0	0.0
Stutters	0	0.0	0	0.0
Mispronounces words	0	0.0	0	0.0
Bad grammar	0	0.0	0	0.0
Lisps	0	0.0	0	0.0
Foreign accent	0	0.0	0	0.0
Bad articulation	0	0.0	0	0.0
Omits sounds	1	7.1	0	0.0
Transposes sounds	0	0.0	0	0.0
Substitutes sounds	0	0.0	0	0.0

TABLE XL

GROUP TOTALS AND PERCENTAGES FOR EXCELLENT SPEAKING

	Groups						Total	%
	A	B	C	D	E	F		
Thesis clear	1	0	4	2	1	3	11	7.3
Uses mainheads	2	0	2	0	0	4	8	5.3
Good transitions	0	0	2	0	0	3	5	3.3
Good organization	0	0	7	1	0	3	11	7.3
Good content	1	0	4	0	0	3	8	5.3
Poised	0	0	3	0	1	3	7	4.7
Direct communication	0	1	4	0	0	6	11	7.3
Good projection	0	0	4	0	1	6	11	7.3
Pleasant personality	0	1	5	1	2	5	14	9.3
Good sincerity and enthusiasm	1	1	3	0	2	6	13	8.6
Good rate	0	0	1	0	1	5	7	4.7
Good rhythm	0	0	2	0	1	4	7	4.7
Good diction and pronunciation	0	0	1	0	0	4	5	3.3
	5	3	42	4	9	55	118	

whole was 9.3 per cent for pleasant personality. The other tabulations may be seen in Table XL.

The ratings of good were considerably higher for the speaking test than for the reading test, as indicated in Table XLI. There was only one rating for the group that was marked for over half of the credential candidates. This rating of good was for clear thesis (51.3 per cent). Good projection was checked for 41.3 per cent of the entire group and pleasant personality was checked for 38.6 per cent. Other significant ratings of good were 36.6 per cent for direct communication, 33.3 per cent for content, and 31.3 per cent for organization. There was a total of 588 marks in the good column for the entire 150 candidates. If this number were averaged for the 150 candidates tested, each person would receive 3.92 marks in the good column. This figure presents a more encouraging picture for the speaking abilities than for the reading abilities of the group.

Table XLII is a composite tabulation of the poor ratings for the 150 candidates tested. Lack of physical control was checked for 39.3 per cent of the group, lack of color for 30.6 per cent, and poor eye contact for 28 per cent. Monotony was checked for 22 per cent and bad articulation for 20 per cent of the group. This is not as high as might be expected from the small number of can-

TABLE XLI

GROUP TOTALS AND PERCENTAGES FOR GOOD SPEAKING

	Groups						Total	%
	A	B	C	D	E	F		
Thesis clear	2	4	42	7	13	9	77	51.3
Uses mainheads	1	3	23	7	4	5	43	28.6
Good transitions	1	2	12	4	5	6	30	20.0
Good organization	2	4	20	7	8	6	47	31.3
Good content	2	2	21	4	13	8	50	33.3
Poised	4	1	25	3	4	6	43	28.6
Direct communication	2	5	29	2	13	4	55	36.6
Good projection	2	6	30	10	10	4	62	41.3
Pleasant personality	1	4	28	8	11	6	58	38.6
Good sincerity and enthusiasm	1	3	22	3	9	4	42	28.0
Good rate	1	3	19	2	6	3	34	22.6
Good rhythm	1	2	17	2	3	3	28	18.6
Good diction and pronunciation	1	1	10	1	3	3	19	12.6
	21	40	298	60	102	67	588	

TABLE XLII

GROUP TOTALS AND PERCENTAGES FOR POOR SPEAKING

	Groups						Total	%
	A	B	C	D	E	F		
Thesis vague	2	3	17	1	2	1	26	17.3
Lacks mainheads	2	3	8	1	0	0	14	9.3
Poor transitions	2	2	18	2	4	0	28	18.6
Disorganized	3	4	16	1	3	0	27	18.0
Poor content	3	1	8	1	2	0	15	10.0
Lacks physical control	3	6	30	7	8	5	59	39.3
Poor eye contact	2	3	27	6	3	1	42	28.0
Speaks too loudly	0	0	2	1	0	1	4	2.6
Speaks too softly	0	1	12	1	2	1	17	11.3
Argumentative	1	0	1	1	0	0	3	2.0
Timid	1	1	15	5	2	0	24	16.0
Lacks interest	3	2	16	1	4	0	26	17.3
Lacks color	4	3	24	7	7	1	46	30.6
Speaks too rapidly	3	1	16	3	3	1	27	18.0
Pauses too often	0	1	8	1	2	2	14	9.3
Not enough pauses	0	1	9	1	3	0	14	9.3
Monotonous	2	1	20	5	5	0	33	22.0
Stutters	0	0	0	0	1	0	1	.6
Mispronounces words	0	3	13	3	1	0	20	13.3
Bad grammar	1	2	3	2	3	0	11	7.3
Lisps	0	0	1	0	0	0	1	.6
Foreign accent	0	1	2	0	0	0	3	2.0
Bad articulation	3	4	13	4	6	0	30	20.0
Omits sounds	2	3	11	1	0	1	18	12.0
Transposes sounds	0	1	4	3	1	0	9	6.0
Substitutes sounds	1	1	4	0	0	0	6	4.0
	38	48	298	58	62	14	518	

didates who were checked excellent or good for diction and pronunciation. Considering the breakdown of articulation and pronunciation on the negative side of the check list, this is understandable. In Table XLII, the breakdown consists of omitting sounds (12 per cent), transposing sounds (six per cent), substituting sounds (four per cent), mispronouncing words (13.3 per cent), and bad grammar (7.3 per cent). If these percentages were totaled and added to the 20 per cent for bad articulation, the total per cent of errors for diction and pronunciation would be 62.6 per cent.

There are some items on the negative side of the check sheet that it might be expedient to remove from future tests because of the few number of times they were checked by the judges. These errors are: speaks too loudly, argumentative, timid, stutters, lisps, and foreign accent. A total of 518 checks was made in the poor column for the 150 candidates. An average of this number would show 3.45 errors per person.

There were no significant large percentages of errors listed in the extremely serious column. Ten per cent of the candidates were checked for lack of color. The other percentages and number of persons making each error are tabulated in Table XLIII. A total of 103 errors was checked for the entire group.

TABLE XLIII

GROUP TOTALS AND PERCENTAGES FOR EXTREMELY SERIOUS SPEAKING

	Groups						Total	%
	A	B	C	D	E	F		
Thesis vague	0	0	2	1	1	0	4	2.6
Lacks mainheads	0	0	2	0	0	0	2	1.3
Poor transitions	0	0	2	0	0	0	2	1.3
Disorganized	0	0	3	1	1	1	6	4.0
Poor content	0	1	1	1	0	0	3	2.0
Lacks physical control	0	2	6	1	1	0	10	6.7
Poor eye contact	1	1	7	0	2	1	12	8.0
Speaks too loudly	0	0	0	0	0	0	0	0.0
Speaks too softly	0	1	2	0	0	0	3	2.0
Argumentative	0	0	1	0	0	0	1	0.6
Timid	0	1	1	0	0	0	2	1.3
Lacks interest	0	1	6	1	0	0	8	5.3
Lacks color	0	2	11	1	1	0	15	10.0
Speaks too rapidly	0	0	1	0	1	1	3	2.0
Pauses too often	0	0	0	0	0	0	0	0.0
Not enough pauses	0	0	1	0	0	0	1	.6
Monotonous	0	2	4	1	1	0	8	5.3
Stutters	0	0	1	0	0	0	1	.6
Mispronounces words	0	0	2	0	0	0	2	1.3
Bad grammar	0	0	3	0	0	0	3	2.0
Lisps	0	0	0	0	0	0	0	0.0
Foreign accent	0	0	0	0	0	0	0	0.0
Bad articulation	0	1	9	1	1	0	12	8.0
Omits sounds	0	0	2	0	0	0	2	1.3
Transposes sounds	0	1	0	0	0	0	1	.6
Substitutes sounds	0	1	1	0	0	0	2	1.3
	1	14	68	8	9	3	103	

As in the reading errors, a few comments were written in by the judges on the speaking check sheet. These are listed in Table XLIV, together with the number of times they were noted by the judges. If these are found to be more descriptive of certain errors than some of the already existing points, they might be used to replace these points in future tests.

TABLE XLIV

ERRORS WRITTEN IN BY THE JUDGES ON SPEAKING

Error	Number of Times Marked
Random organization	1
Jerky	5
Too formal	2
Poor breath control	1
Nervous	2
Blocks	1
Speaks too slowly	1
Vocalized pauses	2

CHAPTER V

EVALUATION OF CANDIDATES BASED ON TEST RESULTS

Table XLV shows the number of people in each group who were rated superior, approved, conditioned but accepted for student teaching, conditioned but not accepted for student teaching, and rejected.²⁴ In Group A²⁵ no one was rated superior, conditioned but not accepted for student teaching, or rejected. Group B had no one rated superior, or rejected. In Group C, 43 examinees were approved and four were rated superior. Twenty-seven students, however, were conditioned, six were not accepted for student teaching, and one person was rejected. In Group D there were no superior ratings, but 11 of the 17 examinees in this group were approved. Group E had one rating of superior, 16 of the candidates were approved, and four were conditioned. In Group F, six of the 14 examinees were rated superior and eight were approved. In each separate test and in the over-all analysis Group F was distinctly superior to the other five groups.

Analysis of the percentages of the ratings indicates that one-third of the 150 candidates tested did not have acceptable speech for teaching. In a study by Virgil

²⁴ See Appendix III.

²⁵ For division of candidates into groups, see Table X, p. 24.

TABLE XLV

EVALUATION OF CANDIDATES BASED ON ENTIRE TEST

Groups	Superior	Approved	Conditioned: accepted for student teaching	Conditioned: not accepted for student teaching	Rejected	Total
A	0	5	2	0	0	7
B	0	6	3	1	0	10
C	4	43	27	6	1	81
D	0	11	4	1	1	17
E	1	16	4	0	0	21
F	6	8	0	0	0	14
Total	11	89	40	8	2	150
%	7.3	59.4	26.7	5.3	1.3	100.0

Anderson, only 49 per cent of the 1200 students tested over a period of eight years at Stanford University were approved for teaching.

Of the 51 per cent not approved 20 per cent were approved conditionally, and 31 per cent were deferred. This means that nearly one-third of all students tested performed so poorly that it was found necessary not only to submit them to a program of training and correction, but also to hold them for a re-test after this training had been completed.²⁶

Only 7.3 per cent of the 150 candidates at the College of the Pacific were rated superior on the test, but 59.4 per cent were approved. This is a higher percentage of prospective teachers with acceptable speech than Anderson found in his study, but it also indicates that much work needs to be done to bring prospective teachers at the College of the Pacific to a more satisfactory standard of speech.

²⁶ Anderson, op. cit., p. 223.

CHAPTER VI

CONCLUSION

In this thesis an attempt has been made to find the answers to certain questions regarding the speaking proficiency of prospective teachers enrolled at the College of the Pacific. For an evaluation of the first question proposed in the beginning of the thesis, "What type of speech training would be most beneficial to the credential candidates?", an analysis must be made of the results of the three tests (Voice Quality and Articulation, Reading, and Speaking), which composed the battery of tests administered to the 150 credential candidates.

In the first test of Voice Quality it was found that nearly one-half of the students tested had poor voice quality or specific quality defects. According to a study by Ernest H. Henrikson, "Rate of speaking, quality of voice, and pitch correlate with teaching success in that order."²⁷ Certainly, then, in courses in speech for prospective teachers, work should be done for the improvement of voice quality. A basis for improvement would be the elimination of voice quality disorders, particularly such irregularities as harshness and stridency, which tend to create tense-

²⁷ Ernest H. Henrikson, "Some Relations Between Personality, Speech Characteristics, and Teaching Effectiveness of College Teachers," Speech Monographs, Vol. XVI, No. 2 (September, 1949), pp. 225-26.

ness in the classroom.

For the second part of Test I, which was the Articulation test, a minimum average of 4.50 errors per person was achieved by the candidates with the greatest amount of speaking experience. The entire 150 candidates showed an average of 5.22 errors per person. This is far too many errors for speech clarity. This point is further illustrated by Dorothy I. Mulgrave:

....others use a great deal of energy in speech, but neglect to use their lips and tongue adequately in producing sounds. The result is muffled or blurred speech that reduces the effectiveness of any speaker, no matter how dramatic his material.²⁸

For this reason prospective teachers, in order to be effective teachers, should have extensive work in articulation and diction included in their speech courses.

The results of the Reading test indicate low reading ability for nearly one-third of the candidates. Particular emphasis needs to be placed on projection of meaning when reading aloud, enlarged oral vocabulary, rhythm, and interpretation of material. In nearly every field of teaching it is at times necessary for teachers to read aloud to their classes. At such times the reading should be a pleasant occasion rather than a painful, laborious task for teacher and students.

²⁸ Dorothy I. Mulgrave, Speech for the Classroom Teacher. New York: Prentice-Hall, Incorporated, 1946, p. 50.

The results of the Speaking test indicate that approximately one-third of the examinees (50 students) were good or superior in speaking ability and that another one-third were poor or very seriously deficient in speaking ability. The remaining one-third lie around the barely adequate line. The work needed in raising speaking proficiency seems to correspond to that needed in oral reading. Prospective teachers indicate a need for training in bodily control and in eye contact while speaking. The speakers need to put interest and color into their delivery. Standards of diction and pronunciation must be raised in order to eliminate the serious deficiencies that now exist.

The results of the test as a whole indicate that only 66.7 per cent of the students tested at the College of the Pacific had acceptable speech. The answer to the first question proposed in this thesis, "What kind of speech training would be most beneficial to credential candidates?", is evidenced by the test results. The need for a course --or courses-- that would include work on voice quality, diction and pronunciation, oral reading (interpretation), and public speaking is indicated. The activity of the class would have to be designed to fit the particular needs of those students who plan to be teachers.

Since there were only seven persons tested who had

no speech training as opposed to 91 persons with one course, an answer to the second question proposed in this thesis, "Do credential candidates who have had one speech course have more adequate speech abilities than those who have had none?", is difficult to determine. The two groups do not compare statistically with each other since the group who had one course is thirteen times larger than the group with no speech training. In general, however, there appears to be no significant difference between the abilities of the two groups.

To the third question, "Is the speech of those candidates who have had two or more speech courses more proficient than those who have had only one course?", the test results indicate a positive answer. The proficiency of the candidates increased with the amount of speech training and experience they had. The examinees who had two or more speech courses had higher ratings on every point than those who had only one course. Of the former group, there were only eight conditioned, one not accepted for student teaching, and one rejected. There were seven candidates who rated superior and 35 who were approved. Of the students having only one course, 30 were conditioned, seven were not accepted for student teaching, and one was rejected. Only four were rated superior, although 49 were approved.

A comparison of the percentages between the group

with two or more courses and the group with only one course shows that the first group had 13.4 per cent who were rated superior, 67.3 per cent who were approved, 15.3 per cent who were conditioned, 1.9 per cent who were not accepted for student teaching, and 1.9 per cent who were rejected. Of the second group, 4.3 per cent were rated superior, 53.8 per cent were approved, 32.9 per cent were conditioned, 7.6 per cent were not accepted for student teaching, and 1.1 per cent were rejected. In view of these figures and percentages, it must be answered that the candidates who had two or more speech courses were more proficient in speech abilities than were those who had only one course.

To the fourth question of this thesis, "What particular courses, if any, seem to have contributed most to increased proficiency?", it was impossible to determine a statistical answer, because of the varied courses and combinations of courses some of the candidates had experienced. There did seem to be an indication in the reading test, however, that those candidates who had oral interpretation or acting read better and more meaningfully than the candidates who had not had these courses. No figures can be given to support this statement statistically, since most of the students had other courses in addition to considerable speaking experience. One thing that was indicated

by the results of this test, negatively, is that for 41.6 per cent of the persons having only one course (90 per cent of these had only a fundamentals course), oral reading proved to be deficient. The check sheets of almost all of the group with only one speech course who were conditioned or rejected by the examining committee showed serious oral reading inadequacies.

The fifth and final question of this thesis, "What is the most serious lack in speaking ability of the credential candidates?" is readily answerable. Almost half of the candidates were rated as having poor voice quality or voice quality defects. Two-thirds of the group of 150 candidates averaged 5.59 articulation errors per person. Over one-half of the group had a poor sense of meaning or were monotonous in reading. Over one-third mispronounced words in reading, or read indistinctly. The results of the speaking test showed that over half of the students lacked physical control, had little color in delivery, and had poor eye contact. Over one-fourth had bad articulation and were monotonous. Nearly one-fourth of the students lacked interest in speaking.

As a whole, the results of this study agree with Anderson's study at Stanford University:

Judged by almost any standard, one can only conclude from a study of these results that the speech abilities of the students at this Uni-

versity who during the past eight years thought they wanted to become teachers are anything but high. The majority of them could be described as just adequate in speech...It is only that in the teaching profession good speech happens to be an important asset.²⁹

Further studies suggested by this thesis might include a study of the abilities of candidates before and after taking a specific speech course, or a study involving an equal number of prospective teachers and teachers in the field to see if there is any improvement in speech after a candidate had begun his teaching career. Another long range study of possible interest might be a test of the speech abilities of candidates when they graduate from college and a retest four or five years later.

This test was not found perfect in functioning. Additions and improvements may be made in the future to perfect it. The test served, however, as a guide to determine the speech abilities of the credential candidates. It is hoped that the results of this test and subsequent speech courses taken by these candidates will help raise the present standard of speech of the prospective teacher at this college. Anderson sums the value of such testing:

In any event even a few of such cases are sufficient to convince one of the value of scrutinizing closely the speech equipment and speech needs of all who think they want to become teachers.³⁰

²⁹ Anderson, op. cit., p. 224.

³⁰ Ibid., p. 225

This test was accomplished to scrutinize and analyze the speech needs and abilities of prospective teachers at the College of the Pacific.

BIBLIOGRAPHY

Books:

- Broening, Angella M., Frederick Law, Mary D. Wilkinson and Carolyn L. Ziegler, Reading for Skill. Chicago: Laurel Book Company, 1940.
- Carp, Bernard, A Study of the Influence of Certain Personal Factors on a Speech Judgment. New Rochelle, New York: The Little Print, 1945.
- Gray, Giles W. and Claude M. Wise, The Bases of Speech. New York: Harper and Brothers Publishers, 1946.
- Mulgrave, Dorothy I., Speech for the Classroom Teacher. New York: Prentice-Hall, Incorporated, 1946.
- Troyer, Maurice and Robert C. Page, Evaluation in Teacher Education. Washington, D. C.: American Council on Education, 1944.
- Van Riper, C., Speech Correction, Principles and Methods. New York: Prentice-Hall, Incorporated, 1947.

Periodicals:

- Anderson, Virgil A., "Speech Needs and Abilities of Prospective Teachers," The Quarterly Journal of Speech, Vol. XXX, No. 2 (April, 1944), 221-225.
- Blattner, Helene, "An Experimental Study of the Testing of Pronunciation," Speech Monographs, Vol. XV, No. 2 (1948), 181-187.
- Dow, Clyde W., and Stephen R. Papp, "The Relation of Reading Ability and Language Ability to Speech Ability," Speech Monographs, Vol. X (1943), 107-108.
- Duncan, Melba H., "An Experimental Study of Some of the Relationships Between Voice and Personality Among Students of Speech," Speech Monographs, Vol. XII (1945), 47-60.
- Gillis, Hugh W., "A Study of Some Characteristics of Superior Speech Majors," Speech Monographs, Vol. XIV (1947), 165-175.

Henrikson, Ernest H., "An Analysis of the Characteristics of Some Good and Poor Speakers," Speech Monographs, Vol. XI (1943), 120-124.

Henrikson, Ernest H., "Some Relations Between Personality, Speech Characteristics and Teaching Effectiveness of College Teachers," Speech Monographs, Vol. XVI, No. 2 (September, 1949), 221-226.

McCoard, William B., "Speech Factors as Related to Teaching Efficiency," Speech Monographs, Vol. XI (1944), 53-64.

Monroe, A. H., "Today's Need for Effective Speech," National Education Association Journal, Vol. 36 (January, 1947), 30-31.

Thompson, Wayne N., "An Experimental Study of the Accuracy of Typical Speech Rating Techniques," Speech Monographs, Vol. XI (1944), 65-79.

Thorn, Katherine I., and Bryng Bryngelson, "An Analytical Study of the Social and Speech Adjustment of Good and Poor Speakers by Means of Autobiographical Method," Speech Monographs, Vol. XII (1945), 61-73.

_____, "Speech Instructions for Teachers," School and Society, Vol. 65 (April 26, 1947), 303.

Bulletins:

Bulletin of the College of the Pacific. Catalogue for 1931-1932. Stockton, California: The College of the Pacific (December, 1931).

Bulletin of the College of the Pacific. Catalogue for 1933-1934. Stockton, California: The College of the Pacific (December, 1933).

Bulletin of the College of the Pacific. Catalogue for 1941. Stockton, California: The College of the Pacific (March, 1941).

Bulletin of the College of the Pacific. Catalogue for 1948. Stockton, California: The College of the Pacific (July, 1948).

APPENDIX I

SPEECH TEST

INSTRUCTIONS

Fill out the following questionnaire accurately and carefully in ink. Be sure and bring it with you when you come to take your speech test.

The speech test will consist of three parts: a test for articulation, a test for ability to communicate by reading aloud, and an extemporaneous speech.

Prepare an extemporaneous speech two minutes in length. Keep within the time limit. Imagine you are meeting a class in your field of teaching for the first time. Give a brief interesting talk introducing the class to the subject and some of the objectives of the course. Have the speech prepared when you come for your test. Do not memorize or read.

QUESTIONNAIRE

Name _____ Sex _____ No. _____

Address _____ Phone _____

1. How many full semesters courses in speech have you had (for which you received credit) in high school and college? _____

2. By underlining the following terms, indicate what the class work consisted of primarily: public speaking, debating, interpretative reading, dramatics, and radio.

3. Did you study speaking, reading or dramatics privately? _____ How long? _____

4. List the high school courses in speech you have had for credit.

Course

Semester Units

5. List the college courses in speech, radio, or dramatics you have had for credit.

Course

No.

Units

Public Speaking:

1. Did you make many, few, or no speeches, talks, or reports in your classes in college? (Underline one.)
2. How many speeches have you made at assemblies? _____ At meetings? _____ At banquets? _____ At church groups? _____
3. Have you participated in inter-school extemporaneous speaking contests in high school or college? _____ How many contests? _____

Debate:

1. For how many years have you participated in inter-school debates? _____

Interpretative Reading:

1. How many years did you participate in declamation contests? _____
2. How many times have you read to outside groups? _____
3. How many times have you read over the radio? Never, a few times, or many times? Underline one.

Dramatics:

1. How many times have you had a part in school plays? _____
2. How many times have you had a part in community or church plays? _____

Articulation:

1. Do you stutter? _____ 2. Do you lisp? _____
3. Do you often have to repeat to get people to understand you? _____
4. Underline the following sounds with which you have difficulty:

s z sh zh ch j wh w th t d m n ng l r f v

5. Has anyone helped you with these sounds? _____ For how long? _____

6. Do you speak with a foreign dialect or accent? _____

7. Does any member of your family have a speech difficulty?

Describe:

APPENDIX II

ARTICULATION AND VOICE QUALITY TEST SHEET

1. Put the stopper on the top.
2. The baby spilled milk on his bib.
3. Remain home and think at once of things to bring.
4. What would you wish of him?
5. Vivian found it difficult to live the rough life.
6. That boy's father and mother are the ones he is with.
7. Think of nothing but what pleases you both.
8. Tell the little girl what you want.
9. Do you see him standing there in the cold?
10. Little did they think that help would come from the general.
11. Run from here to there.
12. See them soon if you want the best house.
13. It is easy to hear what he says.
14. Change the word speeches to speech.
15. The ship pushed slowly through the icy slush.
16. Thank you for bringing the rocker and the keg of vinegar.
17. Just tell him the soldier is too large.
18. Are your hands as large as your father's?
19. I desire to know why.
20. Our house is very old now.
21. You choose the juice.
22. I stand on the sand of a sunlit strand.

PARAGRAPHS FOR TESTING ORAL READING ABILITY

A

So Myles went to France in Lord George's company, a soldier of fortune, as his Captain was. He was there for only six months, but those six months wrought a great change in his life. In the fierce battles that raged around the walls of Paris; in the evil life which he saw at the Burgundian Court in Paris itself--a court brilliant and wicked, witty and cruel--the wonderful liquor of youth had evaporated rapidly and his character had crystallized as rapidly into the hardness of manhood. The warfare, the blood, the evil pleasures which he had seen had been a fiery test to his soul, and I love my hero that he should have come forth from it so well. He was no longer the innocent Sir Galahad who had walked in pure white up the Long Hall to be knighted by the King, but his soul was of that grim, sterling, rugged sort that looked out calmly from his gray eyes upon the wickedness and debauchery around him, and loved it not.

B

In October, preparations and transformations in the insect world are taking place all about us, and we regard them not. The caterpillars are getting ready for a long sleep out of which they awaken in the spring totally different creatures. They tuck themselves away under the stones or into crevices, they hang themselves on bushes, they roll themselves up in dry leaves, they brave the cold of winter in tough garments, wooly or silken, of their own weaving. Some of them, as certain of the large moths, do what seems like an impossible stunt: they shut themselves up inside a tough case, or receptacle, and attach it by a long strong bit of homemade tape to the end of a bush, so that it swings freely in the wind. I have seen the downy woodpecker trying to break into one of these sealed-up, living tombs without avail. Its free, pendent position allows it to yield to the strokes of the bird, and all efforts to penetrate the case are in vain.

C

Night is a dead monotonous period under a roof but in the open world it passes lightly, with its stars and dews and perfumes, and the hours are marked by changes in

the face of Nature. What seems a kind of temporal death to people choked between walls and curtains, is only a light and living slumber to the man who sleeps afield. All night long he can hear Nature breathing deeply and freely even as she takes her rest, she turns and smiles; and there is one stirring hour unknown to those who dwell in houses, when a wakeful influence goes abroad over the sleeping hemisphere, and all the outdoor world are on their feet. It is then that the cock first crows, not this time to announce the dawn, but like a cheerful watchman speeding the course of night. Cattle awake on the meadows; sheep break their fast on dewy hillsides, and change to a new lair among the ferns; and houseless men, who have lain down with the fowls, open their dim eyes and behold the beauty of the night.

D

As I look back over my life on the Iowa farm the song of the reaper fills a large place in my mind. We were all worshippers of wheat in those days. The men thought and talked of little else between seeding and harvest, and you will not wonder at this if you have known and bowed down before such abundance as we have enjoyed.

Deep as the breast of a man, wide as the sea, heavyheaded, supple-stocked, many-voiced, full of multitudinous, secret, whispered soliloquies, --a meeting place of winds and of sunlight-- our fields ran to the world's end.

We trembled when the storm lay hard upon the wheat, we exulted as the lilac shadows of noon-day drifted over it! We went out into it at noon when all was still --so still we could hear the pulse of the transforming sap at evening when the setting sun flooded it with crimson, the bearded heads lazily swirling under the wings of the wind, the hearts expanded with the beauty and mystery of it, --and back of all this was the knowledge that its abundance meant a new carriage, an addition to the house or a new suit of clothes.

E

Winds are advertisements of all they touch, however much or little we may be able to read them, telling their wanderings even by their scents alone. Mariners detect the flowery perfume of landwinds far at sea, and

seawinds carry the fragrance of sulse and tangle far inland, where it is quickly recognized, though mingled with the scents of a thousand land-flowers. As an illustration of this, I may tell that I breathed sea-air on the Firth of Forth, in Scotland, while a boy; then was taken to Wisconsin, where I remained nineteen years; then, without in all this time having breathed one breath of the sea, I walked quitely, alone, from the middle of the Mississippi Valley to the Gulf of Mexico, on a botanical excursion, and while in Florida, far from the coast, my attention wholly bent on the splendid tropical vegetation about me, I suddenly recognized a sea-breeze, as it came sifting through the palmettos and blooming vine-tangles, which at once awakened and set free a thousand dormant associations, and made me a boy again in Scotland, as if all the intervening years had been annihilated.

F

There are men's lives tied up in everything we wear or eat or use. Lives are they like yours and mine; lives of men whom we would be glad to know and thank for their great work, their contribution to our daily life. We cannot really know them all. The sailors on the lake ore boats cannot know their brother miners of the range or the blackened diggers in the coal fields of Illinois. Nor can we know them, you and I. Still we can think of them whenever we ride upon a train and trust our lives to the watchful eyes that guard us on our way --we can think of them in the black coal lump that warms the house or feeds the fires in some vast factory-- we can think of them in the mighty ship or towering building. Brothers are we all; brothers in industry.

G

In Castle Trutz-Drachen all was confusion and uproar. Flashing torches lit up the dull gray walls; horses neighed and stamped and men shouted and called to one another in the bustle of making ready. Presently Baron Henry came striding along the corridor clad in light armor, which he had hastily donned when roused from his sleep by the news that his prisoner had escaped. Below in the courtyard his horse was standing, and without waiting for assistance, he swung himself into the saddle. Then away they all rode and down the steep path, armor ringing, swords clanking, and iron-shod hoofs striking sparks of fire from the hard

stones. At their head rode Baron Henry; his triangular shield hung over his shoulder, and in his hand he bore a long, heavy steel-pointed lance with a pennant flickering darkly from the end.

H

As he was about to descend, he heard a voice from a distance, hallooing, "Rip Van Winkle! Rip Van Winkle!" He looked round, but could see nothing but a crow winging its solitary flight across the mountain. He thought his fancy must have deceived him, and turned again to descend, when he heard the same cry ring through the still evening air: "Rip Van Winkle! Rip Van Winkle!" --at the same time Wolf bristled up his back, and giving a low growl, sulked to his master's side, looking fearfully down into the glen. Rip now felt a vague apprehension stealing over him; he looked anxiously in the same direction, and perceived a strange figure slowly toiling up the rocks, and bending under the weight of something he carried on his back. He was surprised to see any human being in this lonely and unfrequented place, but supposing it to be one of his neighbors in need of his assistance, he hastened down to yield it.

I

For a brief moment after the meal, pipes were lit, and the air grew thick with fragrant tobacco smoke. On a corner of the dining-room table a game of poker was begun. One of the drivers, a Swede, produced an accordion: a group on the steps of the bunk-house listened, with alternate gravity and shouts of laughter, to the acknowledged story-teller of the gang. But soon the men began to turn in, stretching themselves at full length on the horse-blankets in the rack-like bunks. The sound of heavy breathing increased steadily, lights were put out, and before the afterglow had faded from the sky, the gang was asleep.

J

The faintness of the voice was pitiable and dreadful. It was not the faintness of physical weakness, though confinement and hard fare no doubt had their part in it. Its deplorable peculiarity was, that it was the faintness of solitude and disuse. It was like the last feeble echo of a sound made long ago. So entirely had it lost the

life and resonance of the human voice, that it affected the senses like a once beautiful color faded away into a poor weak stain. So sunken and suppressed it was, that it was like a voice underground. So expressive it was, of a hopeless and lost creature, that a famished traveller, wearied out by lonely wandering in a wilderness, would have remembered home and friends in such a tone before lying down to die.

APPENDIX III

COLLEGE OF THE PACIFIC
SPEECH TEST REPORT

Name _____ No. _____ Date _____

ARTICULATION

Key: S. -Substitution
D. -Distortion
SL. -Slighting
O. -Omission
A. -Addition

1. Initial position
2. Medial position
3. Final position

	S.	D.	SL.	O.	A.		S.	D.	SL.	O.	A.
1. p						11. r					
2. b						12. s					
3. m						13. z					
3. n						14. t)					
3. ŋ						15.)					
4. hw						16. k					
4. w						16. g					
5. f						17. dʒ					
5. v						18. a					
6. ʒ						18. ɑ					
7. θ						19. ɑɪ					
8. t						20. ɑʊ					
9. d						21. ʊ					
10. l						22. ʌ					

Voice Quality

Key: 1) excellent; 2) good; 3) poor; 4) extremely serious

Comment	3	4	Comment	3	4
Harsh			Nasal		
Hoarse			Breathy		
Husky			Juvenile		
Thin			Other		

READING

Key: 1) Excellent; 2) Good; 3) Poor; 4) Extremely Serious

POSITIVE	1	2	NEGATIVE	3	4
Poised			Timid		
Vocal ease			Vocal tenseness		
Good projection			Reads too softly		
			Reads too loudly		
Appropriate pitch			Pitch too low		
			Pitch too high		
Good rate			Reads too slow		
			Reads too rapidly		
Good diction			Reads indistinctly		
			Foreign accent		
			Omits sounds		
			Substitutes sounds		
			Transposes sounds		
Pronunciation			Mispronounces words		
			Stumbles		
			Lisps		
Appropriate rhythm			Too many pauses		
			Not enough pauses		
			Stutters		
			Monotonous		
			Hesitates		
Good communication			Poor sense of meaning		

Personality comment:

SPEAKING

Key: 1) Excellent; 2) Good; 3) Poor; 4) Extremely Serious

POSITIVE	1	2	NEGATIVE	3	4
Thesis clear			Thesis vague		
Uses mainheads			Lacks mainheads		
Good transitions			Poor transitions		
Good organization			Disorganized		
Good content			Poor content		
Poised			Lacks physical control		
Direct communication			Poor eye contact		
Good projection			Speaks too loudly		
			Speaks too softly		
Pleasant personality			Argumentative		
			Timid		
Good sincerity and enthusiasm			Lacks interest		
			Lacks color		
Good rate			Speaks too rapidly		
Good rhythm			Pauses too often		
			Not enough pauses		
			Monotonous		
			Stutters		
Good diction and pronunciation			Mispronounces words		
			Bad grammar		
			Lisps		
			Foreign accent		
			Bad articulation		
			Omits sounds		
			Transposes sounds		
			Substitutes sounds		

RATING

Date _____

5	4	3	2	1
SUPERIOR	APPROVED	CONDITIONED: but accepted for student teaching	CONDITIONED: but not accepted for student teaching	REJECTED at this time

RECOMMENDATION:

REQUIRED CORRECTIVE COURSE:

Clinic

Speech for Teachers

Voice and Diction

Public Speaking

Interpretation

Examiners:
